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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly to Editors of SCHOOL JOURNAL. All letters about subscriptions must be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

A Permanent Vacation.

By E. P. Powell, Clinton, N. Y.

Teachers frequently ask how to get rid of the burden of worn-out nerves. One wishes to know if he could make a safe turn to small-fruit raising. Another says she thinks of applying her small bank balance to the purchase of her old homestead. She has "such a hunger for the old-home quiet and the old-home rest." Another says, "I have been a teacher for sixteen years, and I am simply fagged out—but not rich, by any means. Will you tell me something about your home life, where I learn that you combine literary work with outdoor work? There are thousands of us who must get liberation in some way from the treadmill of a purely mechanical wearout."

I was in a convention of teachers not long ago, and heard not less than twenty of them reading or speaking. Of these, not more than two showed strong and fresh vitality, with lungs and voice clear and ringing; or as my friend, Dr. Nichols, would say, "They showed lack of aëration;" they had not air enough in them to give them that health, and force, and vigor, which a complete human being ought to have. They breathed poorly and read feebly. Some of the ladies were braced up, but that was all the worse for them. Splinters on the outside will not supply the place of good air cells and a capacious chest. I said to a superintendent, What is the matter with your teachers? There is evident overwork, and evident underrest; and a devitalized condition generally. A teacher who cannot read well cannot work well. Why not have sound lungs and physical vigor one of the examination tests before your board? He answered, "The teacher is always on a strain, and generally on one cord or one set of cords."

Vacation comes once a year, and then those who are able rush away to enjoy it. No people are better qualified to do it. But I should like to suggest a method for systematic vacation, every day in the year. This can be achieved by the large majority, if they choose.

I cannot thus help turning with deep sympathy to those who have been landed by our educational methods where they are overwhelmed by studies, and yet compelled to toil on, in the face of a certain deterioration of power, and without proper satisfaction in life, be-

cause I can meet them half way with a similar experience. It is possible for both our preachers and teachers, as well as other overworked classes of professional persons, to escape this running-down system of life, and adjust themselves to one of steady recuperation. I should divide this class of overworked or rather underrested people, into two groups; one with a more or less mechanical bias, the other with a bias toward land-love, and what we in general terms call horticulture. It is of no use to say to some people, Get yourselves homes in the country, for they have no gift for seeing, hearing, feeling with plant and animal life. A teacher sat on my porch not long ago, after a day's outing, and said, "Well, I have had a good time; but it must be awful lonely to live here!" To be sure, I answered, you don't know anybody here; trees all strangers, plants all strangers, birds all strangers, bugs all strangers, bees, and katydids, and gophers, and all the rest of the population unknown to you! But as for us, it is such a populous town that we are actually crowded with acquaintances. Now, what this woman wanted was some sort of a shop with tools; it might be such tools as women generally work with; but she probably had a taste more adjustable to jack-planes and hand-saws than to specimens in entomology and botany. This is more often the case, of course, with boys and men. Of my four children, two would prefer animal and plant life, and all that they reveal; while one would live in his shop. This one hugs tools, sleeps with screw-drivers and files, and selects a new saw for a Christmas present. The chances are about three to one that what a man or woman wants most is more land, with, of course, more air, and free access to such tools as are necessary to work out their ideas in nature. We have a lot of agricultural instinct in us. Appetite helps, and the idea of making a living helps. So I believe what three out of four must have for recreation is land room, with trees and flowers.

What are we to do about it? Are teachers to remain in the herded cities, victims of the crowd? First of all in this age of rapid transportation, turn your faces toward the suburbs. Buy a bit of ground, if possible, on time or rent (which is tomfoolery generally), if you must; and then begin a study of your land and its population. Start your education over again, as you probably will be compelled to do. Never mind about a knowledge of the stars; find out something about the dirt under your feet. Don't get in a hurry; you will not be very wise at first. You will make some foolish investments in dirt—just as others do in other business. But it will teach you better. Don't read Ike Marvel as authority; but work away patiently and sincerely. By and by there will be enough raised to supply your own table; and then comes a surplus for sale.

You will be very proud of your first-earned increment. Then you will find that your land has acquired an unearned increment. If unmarried, let two women teachers co-operate, or (why not?) two or more young men. Breathe the morning air, enjoy the quiet, the utter rest of evening, the bird music, that wakens the day—God in nature.

When broken down, near death, in fact, I resolved to quit my pastoral work, purchase my old homestead, and try something besides drugs. The result was slow recuperation, until to-day I do, with ease, five times the work done twenty-five years ago. But it is not simply the capacity for work; it is also the possibility of enjoyment, which I have secured. Here I have a bird paradise, nine acres of lawns, and half a mile of hedges, bordering a quarter of a mile of drives. This year I am picking, among other things, twenty-five bushels of strawberries, sixty of currants, fifty bushels of raspberries, fifty plums and cherries, beside apples, pears, and all other fruits that the climate will tolerate. There are banks of roses and lilies; and I should be glad to have all the teachers in the United States sample my eighty varieties of grapes. Here, also, is a cow, a horse, with chickens; and a family in love with nature. Utterly undisturbed, the birds nest to my very windows. Five catbirds' nests hid in my bushes this year, while the owners constitute a marvelous orchestra overhead. The income has been slowly working up, from out of pocket to one thousand dollars net sales a year, and the equivalent of five hundred more eaten.

But does it take all of my time? I can assure you that by a proper passage from brain work to hand work one may do twice as much of each, and do it safely. Pardon so much reference to self; but get you out of your boarding-houses! Let us have a great Teachers' Hegira. Find a Mecca outside your city, and co-operate in its enjoyment.

Pupil Assistants.

The teacher who determines to run his school without the aid of his pupils makes a great mistake. Fifty years ago the teachers were mainly men; they managed the schools by main force. At present 70 per cent., according to the census, are women; they have the same unruly boys to deal with, yet there is a far better feeling than existed when only men did the teaching. The reason is, that women, feeling unable to control their pupils by force, enlisted the pupils in the general management of the school. The step is a marked feature in the educational progress of the past half century. Teachers now make a serious study of the employment of pupils in carrying on the school work.

OFFICERS OF THE DAY.

The teacher, on Friday, appoints two pupils as officers; one has charge of the internal, the other, of the external order. A card is put in the hands of each, naming a list of points to which he is to give his attention. The first officer of the day looks after the ventilation; cleaning of blackboards; distribution of crayons; sweeping of floors; neatness of desks, slates, books, etc.; keeps the attendance roll; gives attention to visitors; strikes the bell, and calls classes. This officer is really a first vice-principal. He has a book in which he makes daily entries of incidents. It was my custom to put all the work I could on this officer; I gave my attention to hearing recitations.

The second officer of the day looks after the order

of the recess; he is the first to go out, and the last to come in; he settles all disputes on the playground; when the first bell strikes he stands at the foot of the steps and arranges the pupils; sees that they pass in orderly, etc. He, too, keeps a book, and he is a second vice-principal.

GENERAL ASSISTANT.

The two officers of the day are those who look after the order; one is needed to look after the mental and moral condition; to promote good feeling; to know when pupils are dissatisfied, and the cause; to arouse pleasant feelings; to speak good words to parents; to uphold the teachers morally. This one does not need a book.

These three officials were appointed for one week; often they were re-appointed.

I had a box in which all pupils could drop notes, advising or suggesting relative to school matters; it was called "the suggestion box." In this pupils could put nominations for these positions.

I never said to a boy, "If you behave thus, I will not appoint you an officer of the day." I put in the most efficient, whether good or bad; oftentimes a troublesome boy made a good assistant.

The "general assistant" must be selected for fitness to arouse interest, devise games, etc. The best I ever had was a girl fourteen years old; Annie was indeed a treasure; it often seemed to me that it would be almost impossible to keep school without her; I felt her loss acutely if she was absent a single day; I think she devoted herself as unselfishly to the interests of the school as I did; in fact, I got a great deal of moral inspiration to faithful labor from this girl.

A PICTURE OF A DAY.

Let me picture a day in school, with my assistants aiding me: I come in good season in the morning, and sit at my desk looking over written exercises. The "first officer" is there very soon after, and looks at the condition of things; he comes to me and tells me what he has heard said by this one and that one; I say little, but I learn a good deal. Other pupils come in, and he moves among them and makes inquiry; on the "tally-board" he puts a peg against every pupil's name as he appears; he tells me that A, B, C, etc., are sick, and will be absent. At five minutes to nine o'clock he strikes the first bell; then silence reigns; at just nine the second bell, and then the exercises begin.

Meanwhile the "second officer" has been out of doors and in the hall watching things; he is the last to come in. The "general assistant" has had her mind on her field; she told me yesterday that James F. had a pet canary bird that would sit on his finger and do some pretty tricks. I had suggested to her to have James bring his bird; she has told me this morning that the bird is here. After the morning exercise, James goes to one corner, and brings the cage, covered with a cloth; removing this, he interests the school for six or eight minutes in the antics of his bird. The "general assistant" kept a memorandum book, or, in other words, acted as secretary. I found, during 200 school days, 90 special exercises were got up for her. The teacher who has such a helper is fortunate. It was my custom to hold conferences with these assistants; I asked their advice on all matters pertaining to the management of the school. These conferences took place in the morning usually. We sat on my platform, in chairs, and I treated them in every way as my paid assistants; thus the post became one of honor.

The amount of labor I threw off on these assistants was surprisingly great. Then I knew the inside of the school; how the pupils felt, and the parents, too. To drill these assistants to do their work properly is, indeed, a matter that cannot be overlooked. The mistake is often made of leaving them to do their work without advice and assistance.

They Who Must Be Obeyed.

Our Superior Officers.

Mr. Kirk is a nice man who, with Mr. Sabin, I believe, wrote an arithmetic once upon a time, so may be looked upon as quite a literary character.

He rests upon his laurels now, and is on quite a friendly footing with all his teachers. He seems quite content to let Mr. Speer and his innovations forge to the front, and has no ambition to set the Chicago river on fire.

Mr. Hanna? Well, Mr. Hanna is the handsomest man, except the superintendent, on the force, and is adored by his entire district, and many not in the district, beside. So strong is the liking for him personally that one can forgive him some things, which, in any one else, would be considered criminal. One institute he gave on "Language" nearly knocked the foundation of our esteem for him into smithereens. An honest teacher is a pretty well used up individual at the end of a day, and it seems cruelty to animals to require her to listen to any lecture; but when, perforce, she goes miles out of her route to attend one, and then hears absolutely nothing which is either instructive or beneficial, and that "nothing" delivered as if the lecturer wished to kill time, and comes mighty near killing the teacher, it is a strain on one's natural sweetness of temper. That's what Mr. Hanna did once upon a time, and lost many warm admirers.

One very bitter criticism was delivered on a corner to a crowd of teachers who were waiting for a car. It was to the effect that had she, the critic, gone before her class so totally unprepared as Mr. Hanna appeared to be, she would expect to lose her "job," (that's what she said) but since it was a superintendent, with a four or five thousand dollar salary, of course he was at liberty to drag us from all parts of the city, and make us spend our car fare to hear *nothing*. She was a tired, worn-out, nervous woman, but there was a deal of truth in what she said. One young girl, whose enthusiasm had not all oozed out, piped up a defence. She said the other superintendents did the same thing, and were not half as nice looking as Mr. Hanna, either. Some one else said she had heard as scholarly a lecture from him as she ever listened to, and she did wonder at the one we had just attended, but she thought he must be sick;—and, perhaps, he was—but the fact remained he had come before an institute totally unprepared, and, to his teachers, this was an almost unforgivable offence.

We have our "superintendents of special studies," whom we must also obey. Indeed, we have so many superior officers that it is no wonder we occasionally try to average things by putting on airs, and pretending sometimes that we are the superior officers of the children. But it doesn't work; they let us know our place very soon. Even the engineer sometimes comes into the room with his hat on, to show us how superior he is; and doesn't he send us insolent messages by the children when we meekly ask for more heat, or beg to have cremation deferred until our death? It is strange, too, that the more "superior" the officer is, the more courteous he is.

The special teachers of drawing and singing had a scare two years ago. The board, after much wrangling, decided that they, the teachers, at the end of a year and a half, must go. They were allowed to remain that length of time, so the grade teachers might prepare themselves to teach the music and drawing. The grade teachers considered that a very good joke, since they had never done anything else but teach them. We all realized, at the time, it was a "bluff," and so it has proved. Instead of letting them go, they are employ-

ing new ones. The special teachers of singing have high salaries. They cannot begin their school work until the second or third week of September, since the rooms and teachers are not comfortably settled until then. The last month is so hot, usually, that they let the children "just sing." In the upper grades, the last two months are devoted entirely to the graduating class. Perhaps we have six visits a year. If the special is tired, she sometimes asks the grade teacher to give the lesson. If the grade teacher is unsophisticated, she does; if not, she objects. Even an old stager feels nervous under the eye of a critic; and especially when she knows she is to be marked (dreaded word). She is expected to do just as well as if, instead of getting anywhere from five to eight hundred a year, and directing her energies to a variety of subjects, she taught nothing else. She may afterward have the pleasure of hearing that she is not keeping up with her work, and it may be suggested to her that she might find it profitable to the children to take a few "numerical ones," and teach them to read notes. If a child can't sing, what in the name of heaven is the use of teaching him to read notes? Alas, some teachers do it. By the way, all the specials, without exception, are extremely liberal with a teacher's noon hour. Probably they think the "feast of reason and flow of soul" we are all treated to all morning leaves us no desire for food.

Mr. Blackman has been superintendent of music almost since the public schools of Chicago began. There was a time when Mr. Blackman wasn't so sure of his position as he is now. Mr. Tomlins started to do some missionary work by educating the teachers, and through them the children. He gave us lessons free, two or three times a week; and, like everything else which comes too easily, these lessons were not appreciated. We would almost break our necks to get into the Apollo Club, and pay \$10 for the privilege, just to have the benefit of his lessons, but for nothing—"no, thank you." However, we were, in a measure, obliged to go. The teachers, not knowing their man, at first brought caramels, and had a nice, sociable time, so to speak. To their horror, they discovered he hadn't the slightest delicacy, but would, regardless of their feelings, call out to "the second lady in the third row," that if she didn't stop talking, and attend to business he would ask her to go home. From that time on all the ladies were as dumb as oysters; and if we couldn't sing a note, such was our fear of being singled out that we would mechanically open and shut our mouths, although not a sound escaped. He is a magnificent disciplinarian. Apropos of this terrorism, a laughable incident is told of the "second lady in the third row." She is noted for her conversational powers, and was sitting in the upper balcony of Central music hall. Mr. Tomlins was leading a chorus, and the friend with her whispered something to her. "Sh!" she said; "that man has an eye on every spear of hair, and he would think nothing of calling out to me right here."

Any one who has seen Mr. Tomlins' "spears of hair" will appreciate the remark. Well, he was going to educate teachers, as I said, and while the education was going on, poor Mr. Blackman hovered around, with a face full of anxiety; as who wouldn't, if he saw a nice position, with corresponding salary, vanishing into the distance? We all expected to have Mr. Tomlins as superintendent after that year, but he was appointed teacher in the high school, and resigned that after a short time. Mr. Blackman, having weathered that frightful storm, sails securely on, beloved and esteemed by all. It is delightful to watch him when the children are singing to suit him, and they usually do. He is a genuine inspiration to them, and they astonish their long-suffering teachers by the brilliancy of their performances when he is at the head. We all say, *a la Joe March*, "long may he wave."

—Eleanor Jerrold.

Learning Languages.

By the late Richard A. Proctor.

(Seeing an advertisement in THE SCHOOL JOURNAL with regard to interlinear translations from the classics, published by David McKay, 1022 Market Street, Philadelphia, Pa., I recalled a series of articles written on the subject by my father, the late Richard A. Proctor, in his magazine *Knowledge*. As they may be of interest to the readers of THE SCHOOL JOURNAL, they are here reprinted by kind permission of the editor, Mary Proctor.)

I have had a rather varied experience in learning languages, for which acquisition, let me note, I have no exceptional aptitude, as some people have, so that my experience may, perhaps, be of use to many. As I have also received a great number of letters (more than eighty) with regard to the Hamiltonian method (interlinear classics) I may combine what I have to say on the general subject with a short sketch of the advantages of that system.

All the languages of which I have any knowledge, I learned for the purpose of reading books written in those languages. At school and college, indeed, I was taught Latin and Greek, according to the system in vogue at our schools and colleges, the object of which appears to my apprehension to make the use of either language, in the way of book reading, appear to the learner, the last and most remote of all the purposes for which a language can be learned. Somehow, so far from appreciating, I could never, even as a boy, read without ridicule the preposterous things which our Latin and Greek grammars set forth to teach beginners. Nor do I envy boys, taught from the public school grammar (in England), such useful things as that any finite part of the verb *sum* (*esse*) to be is usually a copula or link; and a word linked by it to the subject, and completing the sense, is called a component, both forming together the predicate.

Yet I must admire the elaborate ingenuity, with which new difficulties are created. It is bad enough to tell a boy that "the impersonal gerundive construction implies necessity, principally in intransitive verbs, as "corrigendum est;" but when new and various pronunciations and modes of spelling are devised, and the familiar, but even then perplexing, *cujus* and *jusjurandum* of our boyhood assumes the unfamiliar forms, *cuius* and *iusiurandum*, one begins to ask, "What are the commissioners about, that they overlook their work thus? Either the schoolmaster is very much abroad, or one wishes that he were, and that sensible people at home would undertake the work of teaching boys Latin and Greek.

It so chanced that I learned to speak French as readily as English, when, as yet, I was in about that stage of Latin in which the urchin page is represented to have been. I learned French by being sent hap-hazard, as it were, at seven years old, to a French college. I remember some boys, kinder than the rest, telling me as much about the French equivalents for English words as their limited knowledge of the latter language permitted. Other French was rather told me than taught me at home. I suppose I worked, in some way or other, for on alternate Fridays I was marched home in triumph, decorated with a brilliantly-colored medal. I particularly remember the march home, because as I was grasped on either side by the bigger boys, who walked on the trottoir, I trotted in the central gutter, and reached home a spectacle for gods and men! But the work for which I was thus doubly decorated, I do not remember. My impression is, I simply picked up French, as in babyhood's happy, but unconscious hours I picked up my mother-tongue. I could jabber French, and a good deal of Bas Breton, when the simplest book in French, and many simple books in English were sealed to me. Thus, when, nine or ten years old, in England, I was rebuked by my language teacher, at an English school, for imperfect translation, I could defend myself in good French, which he, having only the French of "Stratford-atte-Bowe," could by no means understand. Like Becky Sharp, under rather similar conditions, I rather enjoyed these encounters. But the point to be noticed is, that, having thus merely picked up French by being spoken to in the language, with occasional explanation, and having subsequently studied by myself, and enjoyably the grammar of the language, I now read French as readily, within a very little, as my own language.

Next comes Latin. Here my experience, compared with

what I have since obtained in other languages, which, though not dead, have been learned as dead languages by me, assures me that the most perfect way to ensure failure in learning a language is to begin with the careful, systematic, and purely logical study of all its parts of speech. The ridiculously slow progress which all boys make with Latin, in the usual grammar-and-dictionary style of work contrasts strangely with the ready way in which I, who had been dull as any with Latin, picked up German without aid from any master. I am certain I have given enough time to Latin to have learned more that is useful of at least six languages than I have ever so learned of Latin. I have learned the kind of Latin which I want—not critical, construction-balancing, word-weighing, sentence-analyzing mastery (which is useful enough for those who want it), but the power to catch readily the meaning of an author—but I have learned this outside of school and college, and by the pleasant process of reading Latin works, instead of studying the learned twaddle of the Eton Latin grammar. And I could read Greek with enjoyment when I was utterly ignorant about the really interesting, but (for the language) useless knowledge in such books as Buttman's "Lexilogus," and the like.

My method of learning Latin and Greek was an imperfect anticipation of the Hamiltonian method, and must be described before the true system.

(To be continued.)

Outlines in English.

For Primary and Grammar Grades.

NOTE.—The following outlines for the teaching of English have been prepared, at the request of the superintendent of the Brookline public schools, by a committee of teachers representing the primary and grammar grades, working under the guidance of Miss Mary McSkimmon, principal of the Pierce grammar school.

If the work assigned to each year is faithfully done the results at the end of the course cannot fail of being excellent.

The introduction of French and Latin into the grammar schools necessitates the beginning of technical grammar very early in the course.

SAMUEL T. DUTTON, Supt.

GRADE I.

Oral reproduction of stories. Memorizing of easy selections. The description of animals, flowers, etc., in connection with nature study.

Special Training.—Abbreviations. Mr. and Mrs.

Use of period and question mark at end of sentence.

Use of comma with Yes and No.

Begin the heading of papers here. Recognition of the days of the week.

Careful oral drill by means of questions for correct answers, e. g.: "Who is at the door?" "It is I." "What were you and he doing?" "We were playing." "How many books are there?" "Please, let me take your brush?" "I have no brush."

This oral drill is also to include certain forms often incorrectly used by children, which they are to get by imitation, e. g.: "May I go with you?" "Saw," "seen," "is," "are." "He and I went to Boston." "Was," "were." "Yes, Miss —." "No, mamma." "I will teach you." "I taught you." "He has broken the window." "There is," "here is," "where is," "there were," "here were," "there are," "here are," "where are."

Commonly mispronounced words may be talked upon here: Just, because, catch, our, an, apple, go away, that kind, and words ending in "ing," "ness," "es," "er," with care to be given to final consonants of words.

A partial vocabulary of this year as follows: Boy, girl, man, apple, snow, sled, ice, hill, sky, sun, frog, cat, kitty, dog, lamb, nut, cow, milk, pig, hen, bird, nest, egg, tree, seed, ball, fan, doll, book, is, has, do, did, saw, come, sit, sat, run, ran, can, love, spin, will, fly, jump, sing, swim, play, like, eat, hop, get, had, was, am, look, red, good, little, old, cold, new, one, two, three, four, five, six, me, my, you, your, he, she, his, him, her, we, our, us, it, on, in, up, to, of, with, not, yes, no, and, an, the, for, now.

Additional words for reading lessons only: Baby, dress,

feet, boots, hands, horse, candy, cup, rain, legs, rabbit, fur, burn, grass, wing, flower, petal, leaf, bud, drum, basket, ship, kite, flag, may, put, make, ride, pretty, some, blue, green, sweet, black, white, glad, happy, out, things, them.

GRADE II.

Much practice in oral sentence making, and in combining sentences into a story, oral and written.

Oral re-production of short stories.

Original stories and answers to questions in nature lessons.

Summary of these lessons.

Correct use by imitation of forms requiring pronouns, prepositions, and adjectives.

Dictation lessons, to give much practice in use of correct forms of word and expression.

Development of vocabulary used in connection with all subjects.

Use of this, that, these, those, is, was, do, see, break, bring, blow, buy, come, catch, drink, draw, eat, fly, freeze, give, go, grow, hide, hold, hurt, know, leave, read, ride, run, stand, say, sit, set, sing, sleep, speak, take, tear, think, write, wear, may, can, sent, shall, will.

Special Training.—Period, question mark, apostrophe for possessive singular and in o'clock.

Abbreviations: Mr., Mrs., Dr., St., ct.

Use of capitals: Beginning of sentence, proper names, cities, school, days of week, special days, months (not memorized).

Syllabication: Use of hyphen at end of line.

Continue accurate pronunciation of words often mispronounced.

GRADE III.

Written summaries of lessons in nature work, history, geography.

Aim at expression of thought before form.

Work for fullness and definiteness of oral expression.

Oral and written reproductions of short stories taken from reading books, myths, and fairy tales.

Drawing the picture given by the teacher's description may be used advantageously from this grade on, to test pupil's ability to grasp the thought clearly.

Letter writing is to begin here, with care paid to the addressing of envelopes.

Verses of poetry to be copied, and occasionally written from memory.

Spelling from dictation.

Special Training.—Simple quotation begun here.

Syllabication (pauses between syllables in oral spelling).

Continue practice for use of capitals, period, question mark, exclamation point, apostrophe (singular, possessive, and contractions), and hyphen (in compound words).

Continue abbreviations, especially for days and months, and common contractions as they occur in reading lessons.

Lessons in sight spelling for training the eye.

Daily increase of vocabulary.

Careful drill in pronunciation, and use of correct forms of speech.

GRADE IV.

Continue summaries, oral and written, of nature lessons, history, and literature.

Teach the letter form entire.

Make out simple bills.

Memorize choice selections.

Care should be taken to secure correct statements in arithmetic. Fables furnish good material for oral and written exercises.

Spelling from dictation.

Special Training.—Teach recognition and use of different classes of sentences, as statements, questions, and exclamations.

Review the period, comma, and question mark.

Continue further use of hyphen and apostrophe.

Teach use of quotation marks in unbroken quotations.

Teach abbreviations: Col., Gen., A. M., P. M., etc., lbs., oz., bbls., Rev., Dr., St.

Contractions: Isn't, haven't hasn't there's.

Teach recognition of comma and proper nouns, and action words.

Begin use of simple diacritical marks.

Continue division of words into syllables by a slight pause between the parts of a word in oral spelling.

Continue careful division of words at end of line.

Careful practice in use of homonyms: Too, to, two, three, their, hear, here, sea, see, be, bee, buy, by, tear, tare, hair, hare, pear, pare, blue, blew, rode, road, wood, would, through, threw, bear, bare.

Continue practice on commonly mispronounced words, and to correct errors in speech.

GRADE V.

Written summaries of lessons in science, history, geography, and literature.

Oral and written descriptions of characters in "Tanglewood Tales," etc.

Bills and letter writing continued. Special attention to opening and closing letters and addressing envelopes.

Emphasize correct paragraphing and correct division of words at end of line.

Great care given to truthful, orderly descriptions of phenomena considered especially in science and geography.

Bills carefully arranged.

Memorize fine selections.

Spelling from dictation.

Special Training.—Thorough drill on long and short sounds of vowels, leading to use of dictionary.

Daily drill in careful enunciation of these sounds and pronunciation of phrases like "don't you," "would you," "Atlantic States," "government," "Arctic."

Continue common contractions and abbreviations.

Careful sentence making and dictation containing "did," "done," "saw," "seen," etc.

Teach a few synonyms for growth of vocabulary in connection with daily new words.

Emphasize homonyms when necessary.

In grammar, review nouns, and teach formation of the plural and possessive case.

Train for correct form of personal pronouns by frequent practice, as "Who is at the door?" "It is I." "It is he." "It is they," etc.

Teach recognition of adjectives and adverbs with comparison.

Syllabication.

A few prefixes and suffixes gleaned from words in common use.

Careful dictation to fix correct forms.

Begin to build sentences synthetically with parts of speech inflected as far as known. Use this as a means to develop the child's originality.

GRADE VI.

Continue reproduction of lessons in science, geography, history, and literature. Especial attention to be given to description of characters and events in last two subjects.

Work for orderly, truthful, and definite arrangement in oral and written expression of knowledge gained by original investigation.

Write descriptions of imaginary journeys in connection with geography; especially where this work is supplemented by lantern lessons.

Children may impersonate the characters of whom they study in their European history, and write brief biographies.

Continue letter writing—business letters and simple letters of friendship.

Spelling by dictation.

Memorize selections.

Special Training.—Teach subject and predicate.

Recognition in reading of all parts of speech.

Invariably state the use or function of the word in the sentence, and from that infer its class.

Review nouns—common, proper, singular, plural, possessive.

Review adjectives—regular and irregular, comparison.

Review adverbs—comparison, classes.

Teach a few common roots, prefixes, suffixes.
Teach quotation, divided, twice quoted.
Teach use of dictionary, both for definition and pronunciation.
Careful training on words commonly mispronounced.

GRADE VII.

Continue work of Grade VI.
Emphasize the truthful, orderly, definite, and complete arrangement of knowledge gained by investigation in science study.
Write narratives, introducing conversations between real or imaginary people.
Tell the story of beautiful poems in the morning talk, in simple language.
Write letters describing journeys, etc.
Continue business and social forms.
Pay special attention to correct paragraphing.
Read a short, bright story, and have pupils suggest the thought contained in each paragraph.
Have the story reproduced by allowing each line of pupils to write one paragraph. In this way a "paragraph sense" may be cultivated.
Memorize selections in prose and poetry that are learned by the pupil with pleasure.
Dictation.
Special Training.—Teach sentences, simple, compound, complex.
Teach modifiers of subject and predicate, adjective, and adverb elements.
Teach phrases and clauses (not too difficult sentences).
Teach thoroughly inflection of nouns, number, gender, and case.
Classes of nouns—common, proper, collective, verbal.
Adjectives and adverbs reviewed.
Prepositions (to introduce phrases).
Conjunctions (as needed for teaching clauses).
Recognition of verbs and auxiliaries.
Emphasize "to have" and "to be."
Teach transitive and intransitive verb.
Simple studies in word building.
Continue dictionary work.
Ordinary punctuation.

GRADE VIII.

Continue work of Grade VII.
Add much practice in writing short biographies in connection with history, short, pleasing papers upon experiences in sewing, cooking, and carpentry. These are valuable as forming a basis for narration and description.
Continue especially paragraphing and reproduction of ideas gained from literature.
At the conclusion of a lesson in history taught from an outline, a topic may be assigned to each line of pupils, upon which a single paragraph may be written.
Write prose orders of portions of fine poems studied.
Begin simple abstracts and condensations.
Teach pupils to make original outlines or synopses of lessons in history and geography.
Dictation.
Letters of introduction, recommendation, and application.
Formal invitations and their replies.
Telegrams, notes, receipts, orders.
Special Training.—Review analysis of simple, compound, and complex sentences of increasing difficulty. Inflection of verbs: form, regular and irregular; use, transitive and intransitive; voice, mode, tense, person, number.
Teach forms of irregular verbs often misused. This work is to be done simply.
Make careful application of all that is taught, in the correction of daily errors.
Pronouns—personal, relative, interrogative, adjective.
Classes of conjunctions and correct use of preposition after certain words, as "I differ with you." "My book is different from yours."
Use the elliptical exercise to fix forms.
Distinguish between use of adjective and adverb after cer-

tain verbs. "The cherry tastes sweet." "My mocking bird sings sweetly."

Special attention to comparative form of adverb.

Continue derivation of words.

Use of dictionary, with the aim to have pupils pronounce any new word from diacritical marks, and to define a word according to the part of speech it is.

Dictation frequent, careful.

GRADE IX.

Careful review in analysis and inflection of all that precedes.
Thorough application in speech and written work of all taught.

Letter writing of all kinds, social and business forms.

Description of buildings, statuary, pictures, in connection with history and literature. For example, Mr. Abbey's pictures of Sir Galahad, in Boston public library, or the statue of Arthur, or St. George, in art museum. Description of works of art in school-room.

Much practice in paragraphing.

Much practice in dictation for all forms.

Much work in derivation, closely correlated with Latin and French.

History of the growth of the English language.

The Three Kingdoms.

(Suggestions for nature study with particular reference to children in large cities.)

By Florence E. Phillips, Boston.

Nature lessons admit of an endless variety of specimens for treatment, but perhaps there is no set more valuable than that illustrating the animal, vegetable, and mineral kingdoms. The children are led to perceive how all individuals belong to families; in other words, they are taught to recognize the bonds of kinship, though remote. This fact being established, it is not difficult for the child to understand that all objects in creation have relatives, even as we do, and hence the necessity for the formation of families.

Then the child mind is made to understand about the political divisions called kingdoms. Now, even as the earth is divided into kingdoms, so all the great families of created things are also divided into kingdoms; but these divisions are but three in number; that belonging to the animals, that belonging to the vegetables, and that belonging to the minerals.

Now the young mind is both ready and eager to begin its task of classifying. Manual training lends its assistance, and by its aid the children make their own trays of paper or of cardboard, which are placed in substantial boxes to hold the collections.

The child's ingenuity now has free scope in regard to the means he uses to obtain his specimens. It is marvelous to follow a child resident of a crowded tenement-house district, through his wanderings in forming such a collection. Indeed, to digress a moment, nature study correlates well with every other study; especially is this true in regard to the studies of drawing and language. So well does it blend with these branches that no nature lesson is complete unless the language part, oral and written, be guided, and unless it be followed by a drawing lesson upon the subject in hand. Thus the child's descriptions of his journeyings in quest of specimens make good and living subjects for compositions.

The mind perhaps dormant in regard to reading or arithmetic becomes alert to seek objects for his infatuating box. This awakening of the mind cannot fail to produce more mental activity when another subject is introduced.

Another good that follows this series of lessons is the broadening effect upon the child's mind. Vegetable is no longer merely the term applied to something he eats at the table; huge trees must now be classed under that term, and not stand forth as hitherto as giants, unrelated to the tiny flowers at their feet. The bit of gold has now some connection with the bit of granite: the man has many things in common with his four-footed friends. This way of comparison causes a broadening of the ideas that is more marked in this division into kingdoms than in any other series of lessons, and the depend-

ence of one thing upon another for its existence is in this manner brought very vividly before the child.

A class of children, living in the most thickly settled part of a large city, made this collection and classification in a very satisfactory way. The devices of the seekers in finding their treasures were very original, and often amusing. Horse hair was sought in the blacksmith shops as the horses waited there; the neighboring streets were searched for bits of wool or hide that scattered from the teams laden with these products. The marble yards in the vicinity furnished many, and sometimes rare specimens of marble, granite, and onyx, while the wood manufacturing places supplied many samples of woods, foreign and domestic. Piles of pebbles deposited for street purposes were searched for particular ones, and the poultry shops were also visited, in quest of feathers, while even butchers were besought to supply them with the teeth of animals.

Of course funny mistakes were sometimes made, as the placing of horseshoes in the animal collection; but such errors usually showed that the child was thinking when he made them, and were not the result of carelessness. A partial list of what these pupils collected may suggest some of the objects which are accessible to children; even to those living in a poor district. Sometimes the thought arises, that children living in a city district find it possible to obtain more specimens of certain kinds than do children living in better locations, as the latter children are not in touch with the mercantile life amidst which the former children live. Facts of this kind prove that teachers can, and often do unite in the matter of interchange of specimens with great benefit to the pupils of these teachers.

Each specimen in itself, in this classification of the children, furnishes matter for a lesson, if one were at a loss for a subject. With the purpose of giving a brief idea of what the children collected, I append a partial list of their gatherings:

ANIMAL COLLECTION.

Feathers	Yarn	Egg shells
Hair	Chamois Skin	Bone buttons
Wool	Cow's Teeth	Woolen cloth
Leather	Pig's Teeth	Shells
Silk	Horn	
Worsted	Ivory	

VEGETABLE COLLECTION.

Beans (diff'rnt varieties)	Nuts (different varieties)	Sugar
Orange, lemon, apple,	Sago	Tea
grape fruit, mustard,	Raisins	Coffee
and flower seeds.	Hops	Horse-chestnut buds
Barley	Peppers	Leaves
Rice	Cinnamon bark	Pussy willow
Corn	Woods (diff'rnt varieties)	Vegetables
Meal	Ginger	Fruits

MINERAL COLLECTION.

Granite	Sulphur	Tin
Marble	Slatestone	Brass
Onyx	Sandstone	Lead
Mica Schist	Iron	Soapstone
Brick	Salt	Zinc
Mica	Pebbles	Quartz

This collection, which has been partially named in detail, was not made at once, but was as an undertheme running below the regular nature lessons, the children collecting for several weeks before the great day on which each was to bring his box or boxes. When the day came, the boxes were arranged as prettily as possible and placed on exhibition, much to the delight of the young seekers, and they were kept where visitors could have access to them for some time.

These boxes were not allowed to be the work of the always active pupils alone, for each child was required to bring something, if it were only three simple articles, to represent the different kingdoms. The children soon learned to be generous in the matter, and it was very pleasant to find them assisting the neighbors less fortunate than themselves, by giving to them from their more abundant possessions, although there was always a friendly spirit of rivalry as to who should have the best box.

When the boxes were brought in of course they had to be examined, talked over individually, and specimens assigned to their right domains when mistakes were made. But taken all in all, a more pleasant series of lessons for both teacher and pupil it would be hard to find; and there is something else very valuable that finds vent in such lessons as these, and that is the formation of a bond of personal friendship that welds

between pupil and teacher, as each child finds his teacher's sympathy or seeks her advice about his treasured box. This personal feeling, once generated between pupil and teacher, the pathway, otherwise very rough, becomes smooth and easy of travel.

Chest Development. II.

By Jessie H. Bancroft, Director of Physical Training, Brooklyn.

In any attempt to enlarge the chest cavity it must be remembered that all movements that affect the curves of the spine play an important part. Thus not only arm exercises, which pull upon the upper part of the spine, have a direct influence, but movements, as well of the legs and trunk, which may increase the convexity of the front or sides of the torso. Nor are these serviceable alone for the effect upon the size or shape of the chest, but also for the numerous reasons that make all-over work necessary to the best results in a gymnastic lesson. Among these reasons may be mentioned the derivative effect upon the circulation, urging it from centrally congested parts, and quickening it generally through the action of the large muscular groups; the improved muscular tone of the working parts with the allied quickening of the functions that feed and cleanse the blood stream—digestion, respiration, etc., and of equal importance, the avoidance of the nervous fatigue that comes from the long-continued use of one part.

Leg and trunk exercises, then, may be as effective for chest development as the arm movements, that are more generally associated with the idea of chest expansion. The arm exercises described in the preceding paper may well be succeeded hereafter in the same lesson by the following exercises:

I. Standing with the hands on the hips, extend the foot directly backward, touching the inner side of the toe on a line with the position from which it started, the heel dropping inward. Do this in one count, and on the second count bring the heels together. Repeat the movement from four to eight times with each foot. The knees should be straight, the shoulders erect and held perfectly still, the weight firmly maintained on the forward foot, and the rear leg stretched strongly throughout its entire length. This exercise affects the poise and carriage by contracting the lower muscles of the back, which serve to hold the torso erect. By exaggerating the lumbar curve of the spine, the convexity of the front of the body is enhanced, the exercise thus becoming serviceable for the posture, and deepening of the chest. All of these effects, however, are lost if the movement is not taken with a strong stretch, or if there is any forward inclination of the upper part of the body.



II. When the foregoing exercise can be correctly done, a still sharper angle may be made between the leg and back, and consequently a greater curve for the front of the body, by the following charging exercise:

Take a step forward, at the same time bending the forward

knee and throwing the entire weight upon it. The step should be long enough to admit of a very decided bend in the forward knee. The back knee should be kept straight, both feet flat upon the floor, and the trunk erect, with the hands on the hips. Charge on the first count, and recover, with the heels together, on the second. Repeat from four to eight times with each foot. The employment of the large muscular groups of the thigh makes this exercise one of the best for quickening circulation and respiration, while the enhanced curve in the small of the back results in a vaulting forward of the chest if the shoulders are held steadily erect.



III. After the arm and leg exercises have been taken in order, as described, take the following trunk exercise: Far bend the trunk from the waist directly to the side, keeping both feet flat upon the floor and the knees stiff. Bend in one count and return to the erect position on the second. The bending should be to an obtuse angle, and as far as can easily be done without strain. There should be no rotating of the trunk forward or back of the lateral line. Repeat through eight counts (four times), on each side.



This exercise works directly on the waist muscles, and expands the chest on the convex side by separating, or fanning out, the ribs. Both of these effects are weakened by any yielding of the lower limbs, or by a forward bending of the upper shoulder. This exercise is very useful for quickening sluggish digestion, or an inactive liver. It is therefore especially serviceable after the long-sitting incident to most school work.

When all of the exercises given have been mastered—the two arm exercises, the two leg exercises, and the one for the trunk—they should be taken in rapid succession and brisk time (but without jerking), at each lesson, one directly after the other, as enumerated. The object of this continuous work, as regards lung development, is to induce an internal need for oxygen rapidly enough to stimulate quicker and deeper respiration.

(These illustrations are taken from Miss Bancroft's book, "School Gymnastics," published by E. L. Kellogg & Co.)

The Boston Tea-Party.

(While the colonists were beginning their struggle for liberty, they were urged to keener resistance by being taxed without representation. The entering wedge of the British law was a tax laid upon the tea that came into Boston harbor. On Nov. 29th, 1773, a large town meeting was held and a resolution passed that the tea that had just come into port should not be landed. Soon after an excitable crowd gathered at the docks, among them a number of men disguised as Indians. These rushed on board the ships and threw the chests of tea overboard.)

As near beauteous Boston lying,
O'er the gently-swelling flood,
Without tack or pendant flying,
Three ill-fated tea ships rode.

Just as glorious Sol was setting,
On the wharf a numerous crew,
Sons of freedom, fear forgetting,
Suddenly appeared in view.

Armed with hammers, axe, and chisels,
Weapons new, for warlike deed,
Toward the herbage-freighted vessels
They approached with dreadful speed.

O'er their heads aloft in mid sky
Three bright angel forms were seen;
This was Hampden, that was Sidney,
With fair Liberty between.

"Soon," they cried, "your foes you'll banish;
Soon the triumph shall be won;
Scarce shall setting Phœbus vanish
Ere the deathless deed be done."

Quick as thought the ships were boarded.
Hatches burst, and chests displayed;
Axes, hammers, help afforded,
What a glorious crash they made!

Squash into the deep descended
Cursed weed of China's coast;
Thus at once our fears were ended;
British rights shall ne'er be lost.

Captains, once more hoist your streamers;
Spread your sails, and plough the wave;
Tell your masters they were dreamers
When they thought to cheat the brave.

Grandmother.

She sits beside the window wide,
In wooden rocking chair,
Through cap of lace I well can trace
The snowy waves of hair.
So white it shows, so warm it glows,
As sunbeams softly pour
Through window pane and try in vain
To make it gold once more.

I love her eyes—dim, yet so wise;
And, ah, so quick to see
The pitfalls deep, the snares that creep,
The trials that threaten me!
I love her cheek, the lines that speak
Of life's long toilsome day,
The tender touch that tells so much
Of patient love away.

So old and bent, so weak and spent,
Yet keeping youth enough
To help and cheer when skies are drear
And ways are steep and rough.
I love to sit where shadows flit,
My head upon her knee,
And feel her arm, so soft and warm,
Close gently over me.

I love to hear upon my ear
The broken voice, so mild,
"The long full day of work and play
Has wearied you, my child!"
A tender prayer is in the air,
Oh, sweet the hour and mood!
And sweet the tone, "My little one,
I trust you have been good."

—Jean Blewett in the Toronto "Globe."

Greater New York Supplement

THE SCHOOL JOURNAL.

New York City Notes.

Report of the Board of Education Meeting held November 20.

In consequence of numerous protests by the teachers against the proposed plan of examinations before promotion to the next higher grade of salary, the whole question of examinations, including important changes proposed in the salary schedule, was postponed by the board of education at its meeting Wednesday, to a special meeting to be held Monday, Nov. 29, at 4 P. M.

The outline plan of the proposed examinations and changes in the salary schedule, submitted by the board of superintendents, and with which the committee on instruction of the board of education is in substantial agreement, appears on the following page, 542.

THE TEACHERS' PROTEST.

The following protest of New York city teachers against the examination plan was read to the board at its meeting, Wednesday, and went over with that question till Nov. 29:

"The New York City Teachers' Association, the Male Principals' Association, the Primary Principals' Association, the Male Assistants' Association, the Grammar Assistants' Association, the Primary Teachers' Association are directed by our respective associations, to express their opposition to examinations for advancement of salary, and on part of said associations respectively request a postponement of final action by your honorable body until an opportunity is afforded us to present our objections

John P. Conroy, for New York City Teachers' Association,
Andrew J. Whiteside, President Male Principals' Association,

Josephene E. Rogers, President Primary Principals' Association,

Joseph Bernhardt, for Male Assistants' Association,
Alida S. Williams, President Grammar Assistants' Association,

Mary A. Magovern, President Primary Teachers' Association,

"W. L. Ettinger, Chairman."

MORE NEW HIGH SCHOOLS.

At a recent meeting of the board, the city superintendents recommended the immediate establishment of two additional high schools in this city. This plan has been modified by the committee on high schools of the board of education, and the modification accepted by the superintendents into a plan for the opening, not later than September, 1898, of three annexes to the three high schools already established. It is estimated that the opening of the three annexes will increase next year's school budget \$99,767, and require an addition to the present teaching corps of six first assistants, twelve second assistants, and thirty-six third assistants at salaries aggregating \$30,333 for one-third of a year. The matter was referred to the finance committee for report at the next meeting of the board.

It was announced that the city board of estimate and apportionment would meet Thursday, Dec. 2, at 11 A. M., to finally pass upon the estimate of moneys required by the board of education for school purposes during 1898.

ELEVATORS TO ROOF PLAY-GROUNDS.

The committee on instruction reported, approving the plea for elevators outside school buildings to convey the public to roof play-grounds, provided the corporation counsel shall be of the opinion that it is lawful to spend school money for that purpose.

A report from the board of estimate and apportionment

allowed \$307,000 for a new school building between 119th and 120th streets and Second and Third avenues, and \$244,900 for the new hall of the board of education, to be built on the southwest corner of Park avenue and 59th street. The corporation counsel was requested to take action to secure from the police department lots 49, 51, and 53 Ridge street, adjoining P. S. No. 92, for school purposes.

APPOINTMENTS AND TRANSFERS OF TEACHERS.

The board of superintendents have nominated Miss Felicia A. Griffin, formerly principal of P. S. No. 47, to be principal of P. S. No. 125; Miss Addie L. McKee, now principal of the primary department in P. S. No. 16, for principal of P. S. No. 136; and Mrs. Agnes C. O'Brien, now principal of P. S. No. 39, to be principal of primary school No. 151, the new school at 91st street and First avenue.

Miss Katharine D. Blake, principal of the female evening high school, has resigned, owing to ill health. Supt. Jasper regrets the resignation, declaring that Miss Blake's conduct of the school has been most excellent.

Lieut. C. M. Knepper and Dr. Robert Swart were appointed, respectively, executive officer and surgeon and instructor on board the School Ship St. Mary's, in place of Lieut. M. Hodges and Dr. R. M. Kirby-Smith, resigned.

George S. Auge was appointed teacher of French in the boys' high school for one year, at an annual salary of \$1,800.

These teachers were retired: Miss A. Reilly, P. S. 17, and Miss Helen Burne, P. S. 35. These teachers have resigned: Robina Bartley, Jeannia A. Ford, Jennie Warms, Olive Moss, Mae Belle Higgins James H. Diegnan.

City Teachers Association.

At the meeting of the New York City Teachers' Association this week resolutions were adopted protesting against examinations of the teachers for promotion, and stating that the reports of a teacher's principal and of the assistant superintendents and district supervisors concerning his work should be sufficient evidence of his merit and fitness for promotion without resorting to a special examination.

The house committee has arranged with the managers of the Metropolitan Opera House for the admission of members of the association to the opera, Lohengrin, during the holiday vacation, at the special rate of \$2.00 a ticket.

Examination for Principalships Postponed.

The following notice was issued by Supt. Jasper, on Nov. 12, 1897:

An examination for the principals' eligible list will be held by the board of superintendents at the hall of the board of education, 146 Grand street, on the 14th, 15th, and 17th days of December, 1897, beginning at 9 o'clock A. M.

No person will be admitted to the examination unless an application be filed in this office for the same on or before Dec. 4, 1897.

John Jasper,

City Superintendent and
Chairman of the Board of Superintendents.

The regular eight-page supplement containing material of special interest to educators in and about Greater New York goes with this number of *The School Journal* to all subscribers. This supplement is published twice each month for the special benefit of subscribers in the territory indicated. It is sent to all subscribers, without any additional charge, for some time, in order to acquaint them with its special features, in the belief that many will become sufficiently interested to desire its continuance in the future.

New Grading of Salaries.

Supt. Jasper, of the public schools of New York city, issued the following statement regarding the promotion of teachers and increase in salaries:

The new schedule is designed to encourage and reward teachers, principals or assistants who broaden themselves through culture in any direction, as well as in school subjects.

It provides that, at intervals of two or three years, those who have an excellent school record may have opportunity to show the advancement made in special lines of investigation.

All that is required of principals and teachers is evidence of professional progress. No scholastic examination will be required. The following are the requirements:

For principals:—The applicant will be interrogated on:

1. Supervision of a school by the principal, in respect to methods of teaching and discipline, with due reference to the course of study.

2. The organization of classes, the assignment of teachers to duty, and the treatment of exceptional students. The principal may, if he wishes, and shall, if required, submit a written statement, covering the foregoing.

3. The applicant shall designate in writing any line of study, professional, literary, scientific, artistic, or sociological, in which he is interested, and which tends to general culture, or to efficiency in teaching, and give, in outline, the ground he has thus far covered in that study.

For teachers:—

1. The applicant for advancement in salary grade will be interrogated at his school, or at some central place, upon methods of teaching the subjects prescribed by the course of study for the grade of class he is now teaching.

2. The applicant may select any study, or any sub-division of any study pursued in a grade higher than the one he is now teaching, and he shall explain in writing how it should be taught.

3. The applicant shall state in writing what work he has done within two or three years to equip himself more completely to teach the subjects included in the curriculum, or any one of these subjects.

4. The applicant shall designate in writing any line of study, professional, literary, scientific, artistic, or sociological, in which he is interested, and which tends to general culture, or to efficiency in teaching, and give, in outline, the ground he has thus far covered in that study.

The examination, as above, will commence Monday, Nov. 29, and be completed at the earliest convenience of the superintendents.

The foregoing is the examination in merit, and constitutes 50 per cent. of the entire examination. The following is the examination in fitness, and constitutes the other 50 per cent. of the entire examination.

Success, in the case of principals, will depend on (a) their record in the superintendent's office and (b) judgment of the assistant superintendents in charge of the groups of schools in which the schools of the several candidates are situated.

In the case of teachers, consideration will be given to (a) record in superintendent's office, (b) reports from the principals under whom they have taught, and the (c) judgment of the assistant superintendents in charge of the several groups in which the candidates are teaching.

The following schedule shows what applications for advancement in salary grades may be considered this year, either under the by-laws already adopted, or under amendments to be proposed for adoption at the next meeting of the board of education:

Teachers.—Women: May apply for an annual salary of \$758, as follows:

All who have taught three years at salaries between \$564 and \$672.

All who have taught two years at salaries between \$720 and \$873 may apply for an annual salary of \$936.

All who have taught two years at salaries between \$900 and \$1,056 may apply for a salary of \$1,110.

To find the salary from which female teachers in male and mixed grammar departments are entitled to apply for advancement, it will be necessary to deduct \$60 from the present annual salaries of teachers in male departments, and \$30 from the present annual salaries of teachers in mixed departments.

Teachers.—Men: All who have taught three years at salaries of \$1,080 or \$1,260, may apply for a salary of \$1,350; all who have taught for two years at salaries of \$1,332 or \$1,476 may apply for an annual salary of \$1,620; all who have taught for two years at salaries of \$1,656 or \$1,728 may apply for an annual salary of \$1,890; all who have taught for two years at a salary of \$2,016 may apply for an annual salary of \$2,250.

Principals.—Women: All who have been in receipt of a salary of \$1,900 for three years may apply for an annual salary of \$2,100.

Principals.—Men: All who have been in receipt of a salary of \$2,750 for three years may apply for an annual salary of \$3,000; all who have been in receipt of a salary of \$3,000 for three years may apply for a salary of \$3,250.

In addition to the principals and teachers who will be advanced in salary without examination, all others whose present salaries are within \$36 of one of the salary grades, but who have not been in receipt of this salary long enough to entitle them to further advancement at this time, will, after January 1, 1898, receive the grade of salary next higher than the amount they are now receiving.

Board of Education Meeting, November 3.

The committee appointed by the board, to decide upon the most desirable color for walls and ceilings of school buildings reported, in part, as follows:

It has seemed to your committee that the woodwork in the school-rooms should have a natural finish, with a dull surface, in order to reduce the reflection of light to a minimum, and therefore it should not be varnished. But the superintendent of school buildings, Mr. Snyder, has called attention to the fact that the board of health objects to wood surfaces, which are not treated in such manner as to be capable of a thorough cleansing with a damp cloth. This objection is valid, and would be difficult to overcome in a non-varnished surface. Some means may, however, in the future, be discovered to overcome this difficulty.

A resolution was submitted by the finance committee, and adopted by the board, that the sum of \$199,000 be appropriated for erecting a new building for public school No. 40.

The following teachers were retired, in accordance with the laws relative to "Public School Teachers' Retirement Fund":
Public School 3, M. D., Julia Hostin, appointed.....1859
Public School 17, F. D., Mrs. Anna M. Ryan, appointed...1859
Public School 23, G. D., Mary G. Waddell, appointed....1861
Public School 25, M. D., Mary J. McCoy, appointed.....1855
Public School 45, F. D., Jane White, appointed.....1855

The committee on sites reported that the following high school sites are being acquired by condemnation proceedings, and are in the hands of the counsel to the corporation:

1. Twenty-one lots, known as Nos. 331 to 351 East Fifteenth street and Nos. 326 to 344 East Sixteenth street, between First avenue and Livingston place.

2. Sixteen lots on west side of Tenth avenue, Fifty-eighth and Fifty-ninth streets.

3. Eighteen lots on 114th and 115th streets, between Seventh and Eighth avenues, beginning 100 feet west of Seventh avenue.

4. Plot on north side of 166th street, Boston Road and Jackson avenue.

The special committee, to which was referred the question of regulating the "Teachers' Retirement Fund," reported, in part, as follows:

In view of the provisions of the new charter, the matter is somewhat complicated; but your committee feels certain that it will be able to suggest some equitable way of placing the income of this fund upon a permanently firm and substantial basis, such income to be sufficiently large, to provide the salaries of those teachers who are now retired, as well as of those who may be retired in the future, in accordance with the law.

In the meantime, there is absolutely no cause for anxiety on the part of those teachers who have already been retired; for the fund, as it stands at present, together with the amount collected annually for fines, etc., is amply sufficient to meet all requirements that are likely to be made on it, at least during the next three or four years. Circumstances, therefore, do not demand any very special haste, and your committee desires somewhat more time during which this question will receive further careful attention, which it deserves.

The Greater New York Department of Education under the the New Charter.

The following employes of the city in the department of education will be appointed the first of January, under the new charter :

- 21 Members of School Board for Manhattan and Bronx,*
- 11 Delegates to General Board of Education,**
- 1 Secretary,**
- x Clerks and subordinates,**
- x Inspectors,**
- 1 Borough Superintendent of Schools,**
- Nominates x Attendance Officers to School Board,***
- 12 Associate Superintendents,**
- x Principals, Branch Principals, Supervisors, Heads of Department and Teachers on nomination of board of borough superintendents,**
- 45 Members of School Board for Brooklyn,*
- 6 Delegates to General Board of Education,**
- 1 Secretary,**
- x Clerks and subordinates,**
- x Inspectors,**
- 1 Borough Superintendent of Schools,**
- Nominates x Attendance Officers to School Board,***
- 8 Associate Superintendents,**
- x Principals, Branch Principals, Supervisors, Heads of Department and Teachers on nomination of board of borough superintendents,**
- 9 Members of School Board for Richmond,*
- 1 Delegate to General Board of Education,**
- 1 Secretary,**
- x Clerks and subordinates,**
- x Inspectors,**
- 1 Borough Superintendent of Schools,**
- Nominates x Attendance Officers to School Board,***
- 2 Associate Superintendents,**
- x Principals, Branch Principals, Supervisors, Heads of Department and Teachers on nomination of board of borough superintendents,**

- 9 Members of School Board for Queens,***
- 1 Delegate to General Board of Education,**
- 1 Secretary,**
- x Clerks and subordinates,*
- x Inspectors,**
- 1 Borough Superintendent of Schools,*
- Nominates x Attendance Officers to School Board,***
- 2 Associate Superintendents,**
- x Principals, Branch Principals, Supervisors, Heads of Department, and Teachers on nomination of board of borough superintendents,**

The General Board of Education, composed of 19 delegates, elected as above, elects:

- 1 Secretary,**
- 1 Chief Clerk,**
- x Clerks, officers, and subordinates,**
- 1 Superintendent of School Buildings,**
- 1 Deputy in Manhattan,***
- 1 Deputy in Bronx,***
- 1 Deputy in Brooklyn,***
- 1 Deputy in Queens,***
- 1 Deputy in Richmond,***
- Nominates all Janitors in each borough,***
- 1 Superintendent of School Supplies,**
- x Deputies and subordinates,***
- 1 City Superintendent of Schools,**
- x Clerks,***
- Nominates 4 members of the board of examiners,***
- x Auditors,**

EXPLANATION :

- * indicates appointees of the mayor.
- ** indicates appointees of the mayor's appointees.
- *** indicates appointees of the appointees of the mayor's appointees.
- The letter x indicates an uncertain or undetermined number.



Public School No. 77, Brooklyn, N. Y. Building facing Second Street, n. of 5th Avenue.

Examination of Kindergartners.

An examination for kindergartners' licenses will be held at 146 Grand street, New York city, at 9 A. M., on Friday, Dec. 10th, 1897. This examination will consist of a series of questions on the theory and practice of kindergarten teaching, and practical tests in vocal and instrumental music, in connection with kindergarten work; and in the conduct of one of the regularly established kindergarten classes.

The salary of kindergarten teachers, according to the present schedule, is \$468 for the first, or probationary year, and \$564 thereafter. There is no stipulated yearly increase; but kindergartners are in the regular line of promotion. According to the proposed schedule for 1898, the salary for the probationary year is \$540, and the minimum salary thereafter, \$630. After three years' service, at the minimum salary, kindergartners and regular teachers are eligible to apply for \$756; after two years, at \$756, to apply for \$936; after two years, at \$936, to apply for \$1,116; after two years, at \$1,116, to apply



Dr. Jenny B. Merrill,
Supervisor of Kindergartens, New York City.

for \$1,350. All increases in salary above the minimum will be granted to applicants who pass the required examination.

Each applicant must be a graduate of a college, or of a high school, and also have had thirty-eight weeks in a normal school for the training of teachers, or in lieu thereof, three years' experience as a teacher. She must also present a diploma from a kindergarten training class of recognized standing, or supply evidence of having performed successful kindergarten work. Those who pass the kindergarten examination must also obtain the regular teacher's license before receiving appointment as kindergartners.

The subjects of the examination for a regular teacher's license are as follows: Reading, spelling, English grammar, history of the United States, English literature, arithmetic, algebra through quadratic equations, plane geometry, physiology, physics, descriptive astronomy, geography, principles and methods of teaching, drawing, and music.

Opening of Milbank Memorial.

For the opening of the Milbank memorial building, at Teachers college, last week, 6000 invitations were given. The exercises consisted of a formal ceremony in the chapel, an informal reception, and a general inspection of the building. Mr. Joseph Milbank gave the building to the Teachers college, in memory of his parents. A tablet in the main corridor bears the following inscription:

MILBANK MEMORIAL,

Erected and Equipped
In Memory of

Jeremiah and Elizabeth Lake Milbank,

Whose practical helpfulness and charity are thus commemorated by their son,
Joseph Milbank.

1897.

The building, which cost \$250,000, is connected with the main college building and the Macy Manual Arts building. The entrance to the new wing is from 120th street, by an open porch and vestibule. Upon the walls of the corridor, near the door, hang a magnificent photograph of Lincoln Cathedral, and several reproductions of sections of Lucca della Robbia's frieze, "The Dancing Children."

The new building contains the offices and class-rooms of the departments of history, English, mathematics, Latin and Greek, kindergarten, and music; lecture-rooms and laboratories of the department of domestic science and art, and biological science; class-rooms of Horace Mann school; luncheon and bicycle store room; study hall and chapel.

New High School Building.

In respect to the plans for the Erasmus hall high school building, the board of education has made a new departure. For the first time, an opportunity is extended to architects in the entire Greater New York territory to submit plans. Heretofore these have always been prepared by local architects. As inducements to competitors, \$1,200 in prizes has been offered for fine work. Plans must be submitted on or before Dec. 4.

The board has adopted the following as the requirements to be met in the plans:

There must be provision made for 1,500 pupils, boys and girls. These can be accommodated in four study rooms, holding 150 each, ten study and recitation-rooms, holding 60 each, and twenty-five ordinary recitation-rooms, holding 30 each.

Study rooms are to seat 150; with desks, 200 each; recitation and study rooms, with desks, 60 each; recitation-rooms, with desks, or theater chairs, with tablet arms, 30 each.

Each floor is to contain lavatories, and these, while small, with the exception of the basement lavatories, should be finely equipped. There is to be water for drinking on each floor, and in all study rooms and large recitation-rooms.

The auditorium is to seat at least 1,500. There is to be a large library-room, and at least three small reference-rooms, principals' offices, a large reception-room, a teachers' room, two teachers' wardrobes, with lockers and lavatories, and a supply-room.

The essential features of physical, chemical, biological, and physiological laboratories are described, and the suggestion is made, that the gymnasium should have accommodation for both light and heavy work.

Notes Here and There.

Dr. Addison B. Poland, who resigned his position as assistant superintendent of the New York schools in February last, on account of failing health, has spent the past few months traveling in Europe. He has recently gone to Sydney, Australia, where he will remain for some time.

A committee of seven has been appointed by Pres. Swanstrom, of the Brooklyn board of education, to consider the proposition to create a uniform basis of salaries in the schools. The original plan was to equalize the salaries of the primary teachers; but there is no probability that the proposition can be carried. Although, according to Pres. Swanstrom, it would be "a simple act of justice," it is defeated by the "avalanche of other propositions, involving increase of salaries."

There is need of more kindergartners for New York city. Forty-four kindergartens would be established, in connection with the public schools, instead of forty, if there were teachers enough. The difficulty is caused by the efforts of the board to place the kindergartens on a level with the other teachers, especially since the state law has gone into effect. In the end, the city will be the gainer, as a higher grade of students will be led to study the system.

A monument to the memory of Elijah A. Howland, late principal of grammar school No. 89, at 134th street and Lenox avenue, and the Harlem evening high school, was dedicated with appropriate exercises in Woodlawn cemetery. The fund for the monument was raised by the associates and friends of the deceased.

The monument is of granite, six feet high, and bears the inscription: "Elijah A. Howland. Died Dec. 30, 1895. An Honored Principal in the New York Public Schools. A Loving Remembrance from His Associates and Friends."

John Straubenmueller, a retired educator, the father of Gustav Straubenmueller, assistant superintendent of schools, died Nov. 12. He was born in 1814, at Gmuend, Suabia, Germany, and after his graduation from school, he became a teacher in Stuttgart. He came to this country in 1852, securing a position as teacher and organist in Baltimore. He was for thirteen years director of the German-American school in this city.

Teachers' Associations.

New York City Teachers' Association.

The new secretary of the "New York City Teachers' Association" is Mr. E. D. Stryker, of 722 East 174th street.

At the meeting of November 11, the committee on school work reported that a course of lectures on "Mineralogy," by Prof. Sampson, and a course on "Nature Study," by Miss Samial, would be started at the high school, Third avenue and 157th street, beginning Nov. 30. These are in addition to the lectures now being given by Prof. Gratacap and Mrs. Northrup.

The house and lecture committee gave notice of the concert to be given Saturday evening, also of a concert later in the season by an orchestra of forty pieces.

Brooklyn Teachers' Association. Bulletin No. 10.

(Walter B. Gunnison, Ph. D., President.)

MONDAY, NOVEMBER 22.

French (Prof. Carteaux), P. S. No. 15. First year, 4 P. M.; second year, 5 P. M.
German (Prof. Schulze), P. S. No. 15. First year, 4 P. M.; second year, 5 P. M.
Latin (Mr. Behan), P. S. No. 15. First year, 4.15 P. M.
Physical Culture (Miss Pretat), P. S. No. 3, 4.15 P. M.
Nature (second and third primary grades). Prin. Imlay, P. S. No. 15, 4 P. M.

TUESDAY, NOVEMBER 23

History of Education, Mr. Ossian H. Lang, at P. S. No. 3, 4.15 P. M. No special tickets required.
Care of the Eye.—Eye Strain, Dr. Edward W. Wright, P. S. No. 3, 4.15 P. M.
Psychology, Dr. White, P. S. No. 3, 4.15 P. M.

WEDNESDAY, NOVEMBER 24.

French (Prof. Carteaux), P. S. No. 3. First year, 4 P. M.; third year, 5 P. M.
German (Prof. Schulze), P. S. No. 3. First year, 4 P. M.; third year, 5 P. M.
Principles of Education, Dr. Felter, P. S. No. 15, 4.15 P. M.
Psychology, Miss Davenport, P. S. No. 19, 4 P. M.

SPECIAL ANNOUNCEMENTS.

Dr. Emerson E. White, of Ohio, the distinguished author of "Elements of Pedagogy," etc., will lecture before the association on the afternoon of Dec. 2, at the boys' high school.

None but members of the association will be admitted to any of the above courses. Members will be prepared to show membership cards and special class tickets on request.

James J. McCabe, P. S. No. 24,
Chairman Committee on Lectures and Studies.

Children as Reasoners.

"How Children Reason" was the subject considered at the conference under the auspices of the department of pedagogy, Brooklyn Institute of Arts and Sciences. The meeting was held Nov. 10, at the Young Men's Christian Association building, Prin. L. H. White, of public school No. 94, acting as chairman. Reports on "Observation of the Reasoning Power in Children" were given by Mrs. Franklin W. Hooper and Prin. William L. Felter, of school No. 15. Prin. Channing Stebbins, of school No. 77, spoke on corporal punishment, taking the stand, that, in many cases, it is a benefit to the child. He said, in part:

"It is my honest belief that corporal punishment is the moral salvation of many children. They regard it as the natural effect from a given cause. Nature itself inflicts punishment through pain. The headache, toothache, and other corporal pains kind nature imposes upon her children as direct results, as warnings against repeating certain actions. Why should the rod be spared at school and employed at home, when everything points to the fact that corporal punishment is judiciously administered in the school, while at the home anger and loss of temper too often guide the rod?"

"It is the refining influence, the beauty of the surroundings that bring out that inner consciousness that can be appealed to through infinite patience. But some children have not this environment, or are incapable of being moved by it; and their moral salvation lies through inflicted pain as the inevitable result of wrongdoing."

Society of Pedagogy.

The newly elected officers of the "Society of Pedagogy" for 1897-8 are: President, Edward A. Page; vice-presidents, Mary E. Tate, H. W. Jameson; recording secretary, John W. Davis; corresponding secretary, Hester A. Roberts; financial

secretary, M. M. Hughes; treasurer, S. Mc. Crosby; chairman membership committee, H. C. Boehme.

Asst. Supt. Farrell gave his first talk on "English" before the society last week Tuesday. Prin. D. Hyatt, of public school No. 85, lectured on Wednesday on the "Geology of New York." The meetings are held at public school No. 6, Madison avenue and Eighty-fifth street.

ANNOUNCEMENTS.

Tuesday, Nov. 23.—Mr. E. D. Farrell on "English."
Wednesday, Nov. 24.—Mr. J. D. Hyatt on "The Solar System."
All lectures are to be given at public school No. 6, 85th street and Madison avenue.

New York Suburban Educational Council.

About one year ago, this council was formed by a few earnest educators who sought to glean something of value from the experience of others, and desired to place their own plans and methods under the searchlight of consideration and discussion by trained and experienced co-workers.

The movement has been very successful, the membership steadily increasing, and each member becoming more and more interested in the work of the council. The present membership is about seventy-five, and includes many prominent educators of Long Island, Staten Island, New Jersey, Westchester county, and suburban New York and Brooklyn.

The organization is very simple, all being carried on by an executive committee composed of seven members, who, in answer to requests from the membership, select and direct the topics and their consideration at the council meetings.

Meetings are held the third Saturday of each month, beginning at 11 A. M. No formal papers are read, or long talks given; but in brief, concise manner each member reports his plans, or discusses some phase of the topic under consideration.

The University of New York has very generously granted to the council free use of one of its large lecture-rooms for the formal meetings, and the American Book Company has granted free use of its manager's room for meetings of council committees and for "round table" considerations of the council.

This central place of meeting, Washington Square, New York, near the shopping, and in the publishing house section of New York, enables educators to attend the meetings of the council without extra expense or trouble, save the simple timing of their visits to the metropolis.

Any educator in good standing may become a member of this organization, upon approval of the executive committee and the payment of the initiation fee of twenty-five cents. Small assessments are made when necessary to meet printing and postal expenses, amounting in all to twenty-five cents per member for last year.

If you are doing good work, and have some good plans or methods which you are willing to submit to the consideration of others, or if you desire to learn what others are doing, and to profit from their experience, this council invites your membership.

Further particulars may be obtained from the secretary, or from any member of the executive committee.

The membership of the executive committee is as follows: New Jersey representatives, Prin. C. E. Morse, East Orange; Supt. W. J. Shearer, Elizabeth. Westchester county representatives, Prin. James M. Grimes, Mount Vernon; Supt. I. E. Young, New Rochelle. Long Island representatives, Prin. John F. Quigley, Long Island City; Prin. D. A. Preston, Brooklyn. Staten Island representative, Prin. N. J. Lowe, Tottenville.

ANNOUNCEMENT.

The next meeting of the New York Suburban Educational Council will be held in the manager's room of the American Book Company, Washington Square, New York, Saturday, Nov. 20, at 11 A. M. The following topics will be discussed: "When Changes of Teachers are Frequent. Due to Promotion of Pupils, How May We Best Secure Proper Continuity of Instruction for the Pupil?"

"Development of Power of Expression: How Secured."
Kindly extend this announcement to all persons interested in the cause of education.

D. A. Preston, Chairman.

J. M. Grimes, Secretary.

Mount Vernon, N. Y., Nov. 10, 1897.

Meetings in and About Greater New York.

Nov. 18.—Executive Committee of the New York City Society of Pedagogy, G. S., No. 6.

Nov. 20.—The Emile College of the City of New York.

Nov. 26.—Teachers' Co-operative and Building Association. Bloomingdale hall, East 60th street.

Nov. 26.—Teachers' Building and Loan Association. Room 1001 Presbyterian building, Fifth avenue and 20th street.

Nov. 29.—Association of Female Assistants in Grammar Departments, City college, 4 P. M.

Nov. 20.—New York Suburban Council. Manager's room of the American Book Company, at 11 A. M.

New York State Government.---III.

By C. DE F. HOXIE.

THE RIGHT TO VOTE.

The fundamental governing power in New York state is in the individual voter. The voter casts his ballot for or against a proposed state constitution. The voter chooses legislators to make state laws, an executive to enforce them and judges to interpret and apply the law. The voter elects officials to manage and conduct county, township, and city affairs. In town meetings the voters come together and decide for or against propositions affecting their local interests. The same is true in village and school district meetings.

WHO ARE ENTITLED TO VOTE ?

The New York State Constitution says ;

"Every male citizen of the age of twenty-one years, who shall have been a citizen for ninety days, and an inhabitant of this state one year next preceding an election, and for the last four months a resident of the county, and for thirty days a resident of the election district in which he may offer his vote, shall be entitled to vote at such election in the election district of which he shall at the time be a resident, and not elsewhere, for all officers that now are or hereafter may be elected by the people, and upon all questions that may be submitted to the people."

An exception is made in favor of soldiers and sailors in time of war. They may vote though they may not at the time of voting be in their home election districts.

WHO ARE CITIZENS ?

A citizen of the United States is a citizen of New York state for purposes of voting, provided he is of proper age, has lived a year in the state and the required length of time in the county and election district. Some states allow immigrant residents who have declared their intention to become citizens, to vote though they may not be citizens of the United States. New York does not. Citizenship for the purpose of voting in the New York state implies (1) that the voter was born in the jurisdiction of the United States, and that he is not the subject of another country ; or (2) that though born out of the United States he is the child of citizen parents ; or (3) that he has been naturalized here.

A foreigner in order to become a citizen must live five years in the United States, renounce his allegiance to his native country and swear to support the Constitution of the United States. Aliens who enlist in the army or navy of the United States may on one year's residence become citizens. Minor children of naturalized parents are citizens. Chinese and Indians not taxed are excluded from citizenship.

WHO MAY NOT VOTE.

A person who offers or receives a bribe for voting or refusing to vote, or who bets on the results of an election is disqualified from voting, in the latter case only at the election on the results of which he has made a bet. Conviction of bribery, of desertion from the army or navy of the United States, or of an infamous crime punishable by confinement in a state's prison acts as disfranchisement. Idiots and lunatics may not vote.

No citizen may vote at a general, special, or city election in New York state unless he is registered for that purpose at least ten days before the election. This does not apply to township and village elections except by express provision of law ; but in cities and villages having a population of 5,000 or more voters must be registered and by personal application.

MANNER OF VOTING.

The State Constitution says ; " All elections by the

citizens, except for such town officers as may by law be otherwise chosen, shall be by ballot or by such other method as may be prescribed by law, provided that secrecy in voting be preserved." In town and school district meetings it is customary for many propositions to be voted upon without ballot or secret voting, but all votes in town meetings upon any proposition involving the expenditure of more than \$500 must be by ballot.

VOTERS AT SCHOOL DISTRICT MEETINGS.

A voter at a school district meeting, besides the regular qualifications required of a voter of the state, must have these in addition : He must own or rent real estate subject to taxation in the district ; or must stand in the relation of parent to a child that within the preceding year has attended district school for at least eight weeks in the district ; or he must possess personal property valued at \$50, subject to taxation in the district. Women may vote at school district meetings. School-district officers are elected by ballot, and all propositions involving the expenditure of money or authorizing the levy of a tax must be by ballot or recorded aye and nay vote of the voters attending the district meeting.

(To be continued.)

Geography of New York State. II.

By W. E. Gordon, Patchogue, L. I.

As the east slope of the Catskills is steep, there are no large streams flowing from it into the Hudson ; and as the Hudson cuts directly across the Highlands there the none but small streams down the steep slopes into the Hudson. But between the Highlands and the Catskills is one quite large stream, Rondout creek.

From the west slope of the Catskills the Schoharie creek flows north into the Mohawk, and the Delaware and Susquehanna rivers flow southwest out of the state.

Taking now the general slope from the south toward Lake Ontario, locate the Oswego river together with the lakes and streams which empty into it, and the Genesee river. Then for the western slope toward Niagara river and Lake Erie give Tonawanda creek and Cattaraugus creek.

There is now left the task of making clear the southern slope of the state and giving the principal rivers that drain it. By taking an outline map of the United States with the state of New York drawn upon it, the child can be told of the Atlantic ocean, and can be led to see the necessity of a slope toward it. Then he can be told that a part of that slope reaches into our state and is drained by the Delaware and the Susquehanna rivers already mentioned.

The pupils must be told that the southwest corner of the state is drained southward by a river which empties into the Ohio river and that into the Mississippi, and that into the Gulf of Mexico, fifteen hundred miles from where the water started in our state.

Having roughly located the prominent elevations and slopes in our state, we can approach the study of the drainage that is the internal lakes and rivers intelligently. And here let me say as we are about to study the drainage of our state that this is the main idea to be kept in view. It will be confusing to the pupil in this place and will defeat our purpose somewhat, if, in connection with drainage, we give him too many items of interest concerning the lakes and rivers which we may name. It is the idea of drainage, we should keep constantly before the child.

If the teacher has not already done so, it would be well for her to give a short talk to the class upon how things in geography get their names. Tell the pupils that when men go into a country that is new to them and

has never before been explored they name the objects that they see—the hills, mountains, lakes, rivers, etc. Sometimes they name them after the one who first sees them, sometimes after their friends, sometimes after great men, sometimes after something which they fancy the object resembles, and sometimes after the names which the savages had already given them. Examples of these can be found in every locality.

Review the class in what they have already learned about water, calling attention to the fact that off from a slope in a rainstorm not one stream alone flows but many, some of them uniting before they reach the bottom of the slope to form one large stream, and all of them more or less rapidly wearing away the slope, and carrying the material to lower levels. Call attention to the fact that slopes differ in steepness and that streams from a steep slope are swifter, shorter, and straighter than from a gradual slope.

The molding board with an outline of the state upon it should now be brought in, and under the direction of the teacher the Adirondacks and the Highlands and Catskills should be placed upon it—the teacher telling the pupils that the Adirondacks are nearer Lake Champlain than Lake Ontario and that the Highlands and Catskills are nearer the Atlantic ocean than Lake Ontario.

Tell the pupils that a river, called the Hudson, starts on the south side of the Adirondacks and flows almost directly south to the Atlantic ocean, and that to get to the ocean it has to cut directly across the Highlands. Tell them that there is another river, the Mohawk, starting on the southwest side of the Adirondacks running eastward between them and the Catskills, and emptying into the Hudson.

Upon an outline map in the hands of each pupil have the mountains above named and these two rivers drawn and their names written upon them. Tell briefly how they received their names.

Then taking the drainage of the Adirondacks on the east into Lake Champlain, give the names of at least two of the rivers—the Au Sable and the Saranac. Following westward give a few of the rivers that flow from the northwest and west slope—Salmon, St. Regis, Racket, Grass, Oswegatchie, Black. From the south slope into the Mohawk are no streams worth mentioning except West Canada creek.

(To be continued.)

Kindergarten Out of Doors.

Louise Melior, of public school No. 122, gives the following description of an autumn, out-of-door kindergarten walk:

Our public kindergarten is situated on the east side of the city, near a small park. At first the possibilities for out-of-door walk seemed small, but it is astonishing, when sharp eyes and willing hearts set about it, how much can be found in a small park. The children are not the only ones benefited by their outings, for many of the mothers watch from their windows, and people on the street smile as the children pass. We try to go out of doors about once a week, for from thirty minutes to an hour and a half, according to the weather.

Our talk one afternoon had been about the falling leaves, the deserted nests, and the "thin trees," as one little child called them. The children wanted to go to the park again, and, amid general rejoicing, we prepared to go. Just before we started, some one noticed a white butterfly making desperate efforts to come through the glass, and rest upon our geranium. We opened the window, and, sure enough! it came and settled upon our plant. We scarcely breathed, and only one child wanted to catch it. A general expression of "no" showed a better feeling.

On reaching Tompkins park, we made friends with the park policeman, who promised to see that we were not disturbed. Nearby two men were raking the leaves from the grass, with great wooden rakes. We gathered many of the leaves, large and small, but they had their "brown dresses" on.

On our way home, we came around by a large sycamore tree, which we called ours, and discovered, besides, a very nice hole, numbers of chrysalids in little niches on the trunk.

Edward A. Sheldon Monument Fund.

State Supt. Charles R. Skinner has issued a circular addressed to school superintendents, commissioners, and others, making a suggestion which is worded as follows:

In view of the great work of Dr. Edward A. Sheldon, for education, I venture to suggest a plan by which a monument may be erected by the school children of New York state to fittingly commemorate his life and labor for their benefit. Voluntary contributions of one cent each from the pupils in our public schools will easily insure a fund sufficient for the purpose, and enable us to permanently honor the memory of one who was pre-eminently the children's friend.

LISTS TO BE PUBLISHED.

The School Journal heartily endorses Superintendent Skinner's plan. It is hoped that the teachers throughout the state will meet the superintendent half way. Enthusiasm should be shown in carrying out the suggestion equal to that manifested in its formation. This means not simply the making of an announcement in various schools, that on a certain day each pupil is to bring at least one penny, to be used in building a monument to Dr. Sheldon, of whom, perhaps, the children have never heard. It means that teachers must awaken interest, on the part of their pupils, by showing what Dr. Sheldon's life and work have been, and especially what he has done for the children and young people of our schools.

The School Journal for Oct. 9 contained an article on the life of Dr. Sheldon, written by his daughter, a portion of which was published in *The Journal* last month. The selections from State Supt. Skinner's speech, given below, will prove interesting, and anecdotes of the great educator will also be given in future numbers.

If teachers whose pupils contribute to the Dr. Sheldon monument fund will send the money to the editor of *The School Journal*, care of E. L. Kellogg & Co., the amount contributed, the name of the school and teacher, with the names of pupils, in case space permits, it will be published in the following number.

ENDORSED BY NEW YORK EDUCATORS.

The plan of *The Teachers' Institute* has the endorsement of many prominent educators of the state.

Melvil Dewey, secretary of the University of the State of New York, says: Dr. E. A. Sheldon was one of the very best men that has yet appeared in American education. His influence has spread through the teachers he has trained, not alone through New York, but all over the country. The suggestion that his monument be built by money given by school children seems to me admirable. Dr. Sheldon would, I think, have preferred this to any other honor, that the children should thus recognize his service to them. On the children themselves I believe the effect would be most salutary, if they were so impressed with the life work of a great teacher that they would wish to give him some of their own spending money toward his monument. They would surely have a new sense of the dignity of the teaching profession, and a greater interest in education all the rest of their lives because of this unusual experience.

A WORD FROM DR. SHELDON'S SUCCESSOR.

Prin. T. B. Poucher, who has succeeded Dr. Sheldon as head of the Oswego normal school, has written the following letter, favoring the plan:

"Supt. Skinner's suggestion seems to me most fitting and beautiful. It is peculiarly appropriate that the children in our public schools be asked for voluntary contributions of one cent each for the erection of a monument to Dr. Sheldon, whose whole life work proved him to be pre-eminently the children's friend."

Bellevue and New York University.

By request of New York university and Bellevue medical college, the regents have reconsidered the ordinance of April 8, providing for the consolidation of the two medical schools, and laid on the table the matter of the proposed consolidation.

Directory of Educational Associations.

An effort has been made to give in the following directory the names of all educational associations in the Metropolitan district. Readers knowing of any association omitted in this list are requested to notify the editor giving name, officers, and number of members.

Teachers' Associations.

New York State Teachers' Association.—Pres., Dr. James Lee, assistant superintendent of school, New York city; secretary, Prin. Schuyler F. Herron, Elizabethtown; treas., Prin. S. McKee Smith, Chatham.

NEW YORK CITY.

New York City Teachers' Association.—Elijah D. Clark, Pres.; Miss Henrietta Woodman, Cor. Sec.; Henry M. Farrell, Rec. Sec. Meets at City College 3d Tuesdays. 2,500 members.

New York Schoolmasters' Club.—St. Denis Hotel. Org. 1890. 150 members. Thos. S. O'Brien, Pres.; Chas. A. Dorsey, Sec., 81 Adelpia st., Brooklyn.

New York Society of Pedagogy.—Madison av. and 85th st. Org. 1889. 1,200 members. Edward A. Page, Pres.; Miss Hester A. Roberts, Cor. Sec.; John W. Davis, Rec. Sec.; Herman C. Boehme, chairman membership committee.

Teachers' Mutual Life Assurance Association. Henry C. Litchfield, Pres.; Samuel McC. Crosby, Sec., E. 96th st. cor. Lexington av.

Teachers' Mutual Aid Society.—Dr. John P. Conroy, Pres.; Dr. R. B. Keyser, G. S. No. 3.

Association of Primary Principals.—Miss Josephine E. Rogers, Pres.; Miss S. E. Buckbee, Sec.

The "Emile."—Joseph A. Fripp, Pres.; Emanuel A. Wahl, Rec. Sec.

Association of Female Assistants in Grammar Departments.—Miss Alida S. Williams, Pres.; Miss Mary W. Hatch, Cor. Sec.

Primary Teachers' Association.—Miss Mary A. McGovern, Pres.; Mrs. J. E. Archer, Sec.

Mutual Benefit Association.—Principal Dubois B. Frisbee, G. S. No. 4, Pres.; Abner B. Holly, G. S. No. 46, Rec. Sec.

Association of Female Assistants in Mixed Schools.—Miss Mary E. Thurber, G. S. No. 85, Pres.

Male Teachers' Association.—Edwin E. Daniels, G. S. No. 87, Pres.

Teachers' Building and Loan Association of New York City.—David E. Gaddis, G. S. 54, Pres.; Samuel McC. Crosby, G. S. No. 86, Treas.; A. D. Stratton, G. S. No. 4, Sec. 1,000 members. Shares \$240 each, assets, \$556,450. New Series opens each year in April and October.

Association of Female Principals of Grammar Departments of the City of New York.—Miss Montfort, G. S. No. 57, Pres.

New York University Society for Child Study.—Jas. P. Haney, M. D., Pres.; Miriam Wheeler, Sec.

Alpha Round Table, University Society for Child Study.—Ella Keith, Leader.

Society for the Comparative Study of Pedagogy.—Dr. Samuel Weir, School of Pedagogy, Pres.; Dr. F. Monteser, School of Pedagogy, Secretary.

Teachers' Co-operative Building and Loan Association of the City of New York.—Joseph G. Furey, G. S. No. 40, Pres.; Magnus Gross, G. S. No. 6, Sec.; James M. Kieran, G. S. 81 Treas. Members, 641.

BROOKLYN.

Brooklyn Principals' Association.—65 members. Calvin Patterson, Pres., Girls' High School; James J. McCabe, Sec.,

Brooklyn Teacher's Aid Association.—W. M. Jelliffe, Pres. 196 Sixth av.; Jas. Cruikshank, Treas.; Grace C. Wilson, Sec.

Brooklyn Teachers' Association.—2,300 members. Walter B. Gunnison, Pres.; Emma A. Keeler, Sec., P. S. No. 26, Gates av., near Ralph.

Brooklyn Teachers' Life Assurance Association.—1,557 members. Charles E. Tuthill, Pres.; Leonard B. Dunkly, Treas.; Mary B. Hart, Sec., 395 Cumberland st.

Heads of Departments Association.—Miss Susan H. Wilkins, Pres.; Miss Adelaide A. Philips, Treas.; Miss Kate E. Turner, Cor. Sec., 472 Quirycy st.

Association of Normal Graduates.—John H. Harris, 472 Sixth Street, Brooklyn, N. Y., Sec.

NEW JERSEY.

Schoolmasters' League of New Jersey.—George H. Linsley Jersey City, Pres.; Edwin Shepard, Newark, Vice Pres.

JERSEY CITY.

The Teachers' Club.—Miss Lydia K. Ennis, Pres.

The Male Principals' Association. Geo. H. Linsley, Pres.

The Primary Teachers' Association.

Jersey City Teachers' Association for Principals and Teachers. 302 members. Chas. S. Haskell, Pres. The Life Assurance Department has 305 members. This is managed on the assessment plan.

NEWARK, N. J.

Principals' Association.—Edwin Shepard, Pres.; Clarence M. Giffin, Sec. Membership 40 Meets once each month, the 4th Wednesday.

This association is very much alive. The meetings are well attended. Though the membership is not large this association is an educational power in Newark.

Vice Principals' Association.—Miss Jane E. Allen, Pres.; Miss Eunice McLeod, Sec. Membership 23. Meets once each month.

Teachers' Guild.—Miss Sara A. Fawcett, Pres.; Miss Jessie K. Doremus, Sec. Meets once each month. Membership about 500.

Other Educational Associations.

NEW YORK CITY.

New York Trade School.—1st av., 68th and 69th sts. Org. 1881. 507 students R. Fulton Cutting, Pres.; H. V. Brill, Man.

Progressive Club.—229 E. 19th st. Org. 1884. 90 members. Object, classes for self improvement. Mrs. Henry Marquand, Pres.; Miss K. Walsh, Sec., 229 E. 19th st.

New York Kindergarten Association.—105 E. 22d st. Hamilton W. Mabie, Pres.; Daniel S. Remsen, Sec.

Neighborhood Guild.—26 Delancy st. Org. 1887. 2,000 members. Object same as University Settlement Society. Henry J. Rode, Sec.

New York Genealogical and Biographical Society. 226 W. 58th st. Org. 1869. 360 members. James Grant Wilson, Pres.; Thos. G. Evans, Sec.; Richard H. Greene, Librarian.

New York Society for Prevention of Cruelty to Children.—297 4th av. Elbridge T. Gerry, Pres.; E. Fellows Jenkins, Sec.,

New York Zoological Society.—214 Broadway. Andrew H. Green, Pres.; Madison Grant, Sec.

Society for the Prevention of Crime.—205 E. 22d st. Chas. H. Parkhurst, Pres.; Thaddeus D. Kenneson, Sec.

Society for Psychological Research (New York Section)—Org. 1890. J. H. Hyslop, Vice-Pres. and Sec., Columbia College N. Y.

University Settlement Society.—26 Delancy st. Org. 1892. 500 members. Object, to bring men and women of education into close relations with the laboring classes for their mutual benefit. Seth Low, Pres.; Lester W. Clark, Sec.

University and School Extension.—Jas. W. Alexander, Pres.; M. J. Elgas, Sec., 121 W. 87th st.; Geo. Foster Peabody, Treas.

Children's Aid Society.—D. Willis James, Pres.; Charles E. Whitehead, Vice-Pres.; Charles Loring Brace, Sec., 105 East 22nd st.

American Kindergarten Society.—50 Fifth av. Miss Emily M. Coe, Pres.; Miss Emily D. Elton, Sec.

Associate Alumni of the College of the City of New York.—John Weldon, Jr., Secretary, 133 Lexington av.

Associate Alumnae of the Normal College of the City of New York.—Park av. and 68th st. Org. 1871. 1,575 members. Dr. Mary Augusta Requa, Pres.; Blanche H. Arnold, Sec.

City College Club.—133 Lexington av. Organized 1890. 200 members. Alex. P. Ketcham, Pres.; James C. Byrne, 133 Lexington av.

Educational Alliance.—197 E. Broadway. Isidor Strauss, Pres.; F. Speigelberg, Sec.

College Settlement.—95 Rivington st. Org. 1889. Mrs. C. B. Spaler, Pres.; Mrs. S. T. Johnson, Sec., 80 Park st., Montclair, N. J.

Girls' Club and Industrial Home.—208 E. 14th st., A. W. Dennett, Pres.; S. E. Furey, Sec.

American Geographical Society.—11 West 29th st.

Art Students League.—215 West 57th st., Bryson Burroughs, Pres. Board of Control; Ethel Jarvis Wheeler, Cor. Sec.

Association for the Improved Instruction of Deaf Mutes.—912 Lexington av.

Cooper Union, for the Advancement of Science and Art.—8th st., and 4th av.

Natural Science Association.—114 5th av.

New York Academy of Science.—41 East 49th st.

New York Historical Society.—170 2nd av.

Scientific Alliance of New York.—41 East 49th st.

Society for Ethical Culture.—669 Madison av.

Society for Instruction in First Aid to the Injured.—10; East 22nd st.

Society for the Reformation of Juvenile Delinquents.—Randall's Island.

New York Association of Sewing Schools.—Mrs. Richard Irvin, Pres., Miss H. S. Sackett, Sec.

BROOKLYN.

Froebel Society.—110 members. Mrs. Sadie W. Taylor, 316 Clifton place, Pres.; Mrs. C. Williams, Sec.; Mrs. H. Estelle Hartich, Treas. Object, the advancement of educational interests, self culture, and to promote civic patriotism. Meets 1st Monday, Oct. to May, at Froebel Academy, 688-690 Lafayette Ave.

Alumnae Association, Brooklyn Training School For Teachers. Organized 1893. 200 members. Katharine J. King, Pres., Jessie Coddington, Sec., 745 Hancock st.

Pratt Institute, Neighborhood Association.—Org. 1895. Melville A. Marsh, Pres.; Miss R. Stevens, Sec. Pratt Institute.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING NOVEMBER 20, 1897.

The National Educational Association ought to take a firm stand against the introduction of daily newspapers for reading in public elementary schools. Those who are ignorant of the educational purpose of these schools, and whose pedagogic judgment is warped, are the only ones who would be opposed to such a step. Take, for instance, this item from the New York *Sun*, the best edited daily paper in America:

W. H. Harrison, editor of the "Register," published at Ashland, the seat of justice of Benton county, Mississippi, was stabbed to death by Mr. I. L. McDonald yesterday. The trouble arose over a notice of an approaching religious lecture published in the "Register." McDonald thought the notice too short and condensed, and said that if the lecturer had been a Methodist instead of a Baptist, Harrison would have given him a more extended and flattering notice. Harrison replied, and McDonald, backed by his brother, a boy of 16, attacked him with a knife, killing him. There was a very ugly feeling over the murder, and threats were made of lynching, so that the two McDonalds were taken to Holly Springs for safety.

Now this, mind you, is one of the numerous items that crowd the columns of the usual paper, and is very mildly stated in this particular journal. Murders, burglaries, arsons, divorce-scandals, are selected first of all.

Supt. Greenwood made the mistake of his life when he ordered files of a notoriously unclean New York sensation-monger sheet to go to every school of Kansas City. He says he has been buncoed. But that statement neither explains nor excuses the deplorable lack of judgment shown by him in this matter. Firstly, no educator ought ever to forget himself so far as to order for the edification of young people a newspaper whose character is entirely unknown to him; it is bad enough to allow any newspaper to get into the schools; even the best of them are unfit for the reading of children. If he cannot be trusted to be extremely cautious in the choice of literature, what guarantee have the people that their children's educational—and that means, primarily, *moral*—welfare is really being attended to? Secondly, the paper ordered by Mr. Greenwood has been excluded from nearly all self-respecting public libraries in the country.

Kansas City will find the mistake of Mr. Greenwood a very costly one. The extensive advertising she has received in the great newspapers of New York, Chicago, and other large cities is not of the kind to attract conscientious parents with whom the schools are the first consideration. But she is not the only one to suffer, the National Educational Association feels the blow even more keenly. Mr. Greenwood was honored with the presidency of this representative association because he was believed to be a man of exceptionally clear judgment. His blunder will thus be looked upon as a reflection on the whole teaching profession.

Just as *The School Journal* goes to press we learn with regret of the sudden and unexpected death of Mr. Edward E. Jones, of the American Book Company. Mr. Jones has long been connected with the publishing business, having formerly been with D. Appleton & Co. His many friends among teachers, principals, and other educational people will hear the news of his death with deep regret.

Facts From Dr. Harris' Latest Report.

There were enrolled in the public and private schools and colleges of the United States, during the school year of 1895-6, 15,997,197 pupils, an increase of 308,575 over the preceding year. Of these 14,465,371 are in public schools and 1,531,826 in private schools. To this number should be added 418,000 pupils in miscellaneous institutions, including reform schools, schools for the defective classes, business colleges, conservatories of music, etc., making a grand total of 16,415,197 pupils enrolled.

The average amount of schooling per inhabitant of the United States—counting 200 days as a school year—has increased from 3.32 days in 1870 to 4.84 days in 1896. The highest average for 1896—6.48 days—is in the North Atlantic states; the next highest—5.75 days—in the North Central states; the lowest—2.79 days—in the South Atlantic states.

The average number of days the schools were kept in the year has increased from 132.1 in 1870-1 to 142.2 in 1895-6. There was spent for school purposes \$1.75 per capita in 1870-1 and \$2.62 per capita in 1895-6.

GROWTH OF THE CITY SCHOOLS.

The school enrollment in the nation at large since 1870 shows an average annual growth of 2.1 per cent., while the average annual enrollment in city schools has increased 5.8 per cent.; 24.2 per cent. of the entire school enrollment is in cities of over 8,000 inhabitants. The question of maintaining and improving the quality of teaching in the cities has become an exceedingly complex one. The best results have been obtained where the same teachers have continuous charge of the instruction and discipline of small classes in separate rooms.

THE SCHOOL SUPERINTENDENT.

One after another the diverse functions of the school superintendent have been eliminated, until he has arrived at the work of the educational expert, and "confines himself more and more to directing the course of study, teaching methods of instruction, inspiring the teachers with the spirit of self-culture, acting as counselor and adviser of the school board or school committee, or shaping the educational thought of the community. The superintendent of the most advanced type, in his relations with his teachers, aims to organize them into a body of investigators of the history and practice of education."

The number of pupils pursuing secondary studies in public and private high schools has increased from 96,722 in 1876 to 468,446 in 1894-5, being 0.164 per cent. of the population in 1876 to 0.172 per cent. in 1894-5.

NORMAL SCHOOLS.

The number of students in public normal schools in June, 1896, was 40,421, an increase of 4,145 over the previous year; the number in private normal schools was 20,777, a decrease of 1,150. There were 7,026 normal students in universities and colleges, an increase of 624. The number of students pursuing teachers' training courses in public high schools was 8,246, an increase of 1,437; the number in private high schools and academies, 7,930, a decrease of 1,194. The amount appropriated for the support of public normal schools for the year ending June, 1896, was \$2,187,875, an increase of \$270,500 over the previous year.

STATISTICS OF THE HIGHER EDUCATION.

There are 484 universities and colleges in the United States having 12,277 instructors and 159,372 students. The 162 colleges for women had, in 1894, 2,552 instructors and 24,663 students. Schools of technology, independent of the foregoing, numbered 48, with 1,118 instructors and 12,816 students. College students have increased from 23,392 in 1872 to 81,952 in 1894-5, they being 0.059 per cent. of the total population in 1872 and 0.119 per cent. in 1894-5. The whole number of medical students is 24,437; law students, 9,780; dental, 6,399; pharmaceutical, 3,873. Measured by the European standard, which exclude the freshman, and, in most cases, the sophomore year in our colleges, with a corresponding reduction in the professional schools, there are 62,974 students pursuing the higher

education in the United States, of whom 23,411 are in the North Atlantic states and 22,902 in the North Central states.

PER CENT OF MALE TEACHERS DECREASING.

There are 130,366 male and 269,959 female teachers in the public schools of the United States. The per cent. of male teachers has decreased from 41. in 1870-1 to 32.6 in 1895-6. The average monthly salary of male teachers is \$47.36; female, \$40.24. There are 240,968 public school buildings, and the value of public school property is estimated at \$455,948,164. The total annual expenditure per pupil has increased from \$15.20 in 1870-1 to \$18.92 in 1895-6.

HIGHER EDUCATION AMONG THE COLORED PEOPLE.

There are 178 schools for the secondary and higher education of the negro in the United States. North Carolina has 27, Georgia 23, Tennessee 15, Virginia 13, South Carolina 12, Texas and Alabama 11 each. These 178 schools had 40,127 students enrolled during the year ending June, 1896, an increase of 3,025 over the previous year. A prominent feature of these schools is industrial training, 12,341 students being enrolled in some one of its branches. There are 4,672 colored students studying to be teachers.

EDUCATION IN OTHER LANDS.

In 1895 the government of Great Britain granted \$31,324,170 for elementary education, which was 65 per cent. of the entire expenditure. The government spends 30 shillings per head of population upon the army and navy, and seven shillings on schools and scholars. In day schools, board and voluntary, the average expenditure per pupil is \$10. During the last five years the average salary of head mistresses has increased \$25; of head masters, \$15.

Teachers in Germany are paid less than in the United States, but they live rent free, or receive indemnity for rent. In Austria 48.8 per cent. of the men and 62.9 per cent. of the women teachers receive less than \$300 per annum; 42.5 per cent. of the men and 32.5 per cent. of the women receive between \$300 and \$500, and 8.7 per cent. of the men and 4.5 per cent. of the women receive more than \$500.

There is a continual decline in the enrollment of primary students in France, from 1891 to 1895 the decrease being three-tenths of 1 per cent. The current obligatory expenditure for public primary schools increased nearly \$3,000,000 from 1892 to 1894, reaching in the latter year \$8.78 per capita of enrollment, and 97 cents per capita of population. State expenditure for primary normal school, and optional expenditure borne by the communes, raise these figures to \$10.24 and \$1.13 respectively.

In Sweden, Norway, and Denmark church and state unite to educate the people. Ambulatory schools, moved from house to house in the district, are the agencies of rural education. Schools for the education of both sexes are being introduced, and manual training is taught more especially from the practical side.

Cupid and the Police.

Louisville, Ky.—Two policemen stand guard before the Louisville School of Medicine every day at the time the girls' high school is dismissed. Their duty is to prevent the medical students from flirting with the young women of the high school. The two institutions join. Prof. Bartholomew, of the girls' high school, appealed to Chief of Police Taylor, a few days ago, for protection for the girls. He said that the students had been making desperate efforts to flirt with his charges. Now two large members of the force stand, with stolid countenances, while the various types of Kentucky beauty pass before them. The students have been warned that the calaboose awaits any one who dares even look at a school girl.

A committee of the students, appointed to draft resolutions, charged that the whole matter was a scheme to get the Louisville school board to build a new school-house in a different part of the city; but this has been denied.

Supt. Greenwood's Blunder.

Supt. J. M. Greenwood, of Kansas City, president of the N. E. A., has been the subject of much unfavorable comment during the last few days, owing to his unfortunate connection with the "New York Journal." Surprise has been expressed by newspapers generally that an educator of the standing of Mr. Greenwood should have made such a blunder. His only excuse has been, that he has been buncoed, and he explains it in this way:

Some three weeks ago a representative of the "New York Journal" called upon Mr. Greenwood, to ask him to write a special article for that paper. Mr. Greenwood had stated his intention to use newspapers in the schools for supplementary reading, and he was requested to give his views on how a newspaper should be used in the class-room and what the benefit of such reading would be to pupils. In return, "The Journal" representative agreed to write an illustrated article on the public schools of Kansas City, two pages of his paper to be devoted to the subject. He stated that he would have a copy of his paper sent, free, to every public school in the city for the use of the pupils. Mr. Greenwood was also asked to write a personal letter, ordering the papers to be sent to the schools, a request with which he willingly complied.

Mr. Greenwood has since made the statement, that he knew nothing of "The New York Journal," but supposed it to be an "enterprising, clean, up-to-date newspaper." He had read "The Sun," "The Herald," and "The Tribune" ever since they were placed in the city library. He could never have seen "The Journal," there, for the librarian has never permitted it to be on file.

On receiving a copy of the paper containing his article, Supt. Greenwood promptly changed his decision, and refused to have the paper placed on file in the schools, saying, that if the papers are sent they will go into the waste-basket.

The matter has been taken up by newspapers in Chicago and other parts of the country, Mr. Greenwood's action being severely criticised. "The Kansas City Journal" says:

"Supt. Greenwood's letter to 'The New York Journal,' in which he announces that he has ordered that paper placed on file in every public school in this city, is not only an egregious blunder, but it is a particularly bad advertisement for the town. The leading papers of the country are discussing the matter in a way to bring a flush of shame to the face of any Kansas City man who reads their comments. The people of the whole United States are informed that one of the most notoriously sensational sheets published has been taken as a text-book into our public schools."

"Nor does the superintendent's explanation materially help the matter. It is probably true, as he says, that he did not know what kind of paper 'The New York Journal' is. But it is a most humiliating confession for the superintendent to make—that he had ordered into the schools of the city a publication with whose character he was wholly unacquainted. Conceding to Mr. Greenwood the best of intentions, it will have to be admitted that he has made a costly and inexcusable blunder."

Alleged Fight Against State Help of Certain Indiana Schools.

Indianapolis, Ind.—Certain denominational and private colleges of this state are said to be preparing a bill to be pushed through the next legislature, forbidding state aid to the state university at Bloomington; the state normal school at Terre Haute, and the Purdue university at Lafayette. It is said that the private schools claim to be suffering because of state help to these, their rivals. The plan of the non-state colleges, as reported, is to have the legislature so reorganize the state board of education—which is now favorable to state aid for the institutions above named—that the work of the board shall be placed in hands unfriendly to the state schools. The general impression is, that the plans of the private colleges will fail.

Chicago Evening Schools.

Chicago, Ill.—Thirty-two night schools are now open in this city, having an enrollment of something like 10,000 pupils. About 250 teachers are employed. The schools will continue for sixteen weeks. Four are high schools. Many of the pupils are Poles and Bohemians, beginning for the first time the study of English.

Rochester Teachers' Relief Association.

Rochester, N. Y.—The Teachers' Relief Association, of this city, has a membership of 494. Last year its receipts were \$2,361.35; disbursements, \$876.30. These officers were elected at its recent annual meeting: President, R. A. Searing; vice-president, Miss A. V. M. Jones; secretary, Miss Helen Samaine; treasurer, Col. S. C. Pierce; executive committee, Miss L. L. Lameraux, Charles Blackman, M. W. Way.

Connecticut Teachers' Guild.

New Haven, Conn.—The Connecticut Teachers' Annuity Guild has elected the following officers for 1897-8: President, N. L. Bishop, Norwich; vice-presidents, M. L. Griffin, Portland, and Miss Mary J. Brown, Winsted; corresponding secretary, F. A. Verplanck, South Manchester. The total membership is 570. The treasurer reports \$5,600 in the treasury, as the results of the first year.

Florida Training Schools.

Tallahassee, Fla.—State Supt. W. N. Sheats reports as follows on the twelve teachers' training schools conducted during the summer in Florida:

From the table of grand totals, it appears that there was a total enrollment of 717 actual and prospective teachers; 218 of these were males, 499 females. In 1896 there were 2,508 teachers, 1,929 whites and 579 negroes employed in the whole state. The enrollment in the summer schools was upwards of 28 per cent. of the whole number; about 20 per cent. of the whole number of white teachers, and upwards of 57 per cent. of the whole number of negro teachers. The total average daily attendance of 497 out of an enrollment of 717 gives an average daily attendance of upwards of 69 per cent., which is above the average school attendance in the state. Again, a total of 148 male and 313 female teachers, giving a grand total of 461 actual teachers, is demonstration that the attendance upon teachers' summer training schools is not confined to children, as has been falsely charged. In further evidence that bona fide teachers attend these schools, the following table is adduced:

"An aggregate of 499 teachers' certificates were held by students in the summer schools, divided as to grade, as follows: One state, fifty-eight first grade, 192 second grade, 198 third grade. Their division as to sex and race may be seen from the above table. This is refutation of the allegation, that 'the majority of the students attend summer schools to prepare them to obtain certificates, and not to become more scientific teachers.'

"Thirty-nine out of the forty-five counties in the state had some representation in one or more of these schools."

Poor Reading in the Schools.

"Reading as Taught in the Public Schools" was the subject discussed at the last meeting of the Chicago principals. Prof. S. H. Clark, of the University of Chicago, gave a talk on reading. "The child," he said, "is not taught oral expression in the schools.

"We do not have good reading in the public schools. One of our leading pedagogues has said to me that the crest of the child's reading ability is reached at the age of 12 years. Then comes the decadence.

"What is the cause of this condition of things? We agree that a teacher would hardly be refused a certificate because she is a poor reader. Thus we reach the bottom of the matter. There are elocution teachers, but they do nothing in many cases except teach that which would be very valuable to the actor, but it is not valuable to the pupil in the public schools.

"I am of the opinion that much of the fault can be laid at the door of the methods of primary teaching. Just as soon as the pupil has learned six words so that he can pronounce them he should learn to read them properly. He should be told that to pronounce is not a thing to be gained in itself. It is too bad that small pupils become impressed with the idea that they have done enough when they have pronounced words. We think in groups of thought, and children should be taught to take sentences and bring out their meaning.

"I will say, in conclusion, that setting, holding, and giving the thought should be the teacher's object. In this way can reading be improved in the public school, and can be made to hold its place with other branches of study."

A Wonderful New Microscope.

A new instrument has been invented by Prof. E. L. Gates, director of the laboratory of psychology, at Washington, D. C., that will exceed the power of the present microscope as much as the present microscope exceeds the power of the human eye.

It will magnify an object 3,000,000 times its diameter, and the inventor claims that he will be able to photograph images which are 100,000,000 times the diameter of the original object to a hexagonal shape with a filmy center. A new world, it is predicted, will be open to scientific investigators, if this microscope accomplishes what is claimed for it by the inventor.

Vertical Writing a Success.

New London, Conn.—Early in November of last year vertical writing was introduced. The result has been most gratifying, the improvement in penmanship being fully 100 per cent. The experiment in the New London schools has been watched with much interest. Letters have been received from all parts of the state, and from Massachusetts, Ohio, and Indiana, making inquiries, and asking for specimens of class work.

The Duc d'Aumale's Gift.

The Institute of France has received a munificent gift from the Duc d'Aumale, which will pass into possession of the institute next spring. The gift includes a library of 28,000 volumes, and 1,400 manuscripts, valued at 5,000,000 francs. There are 500 paintings, 700 sketches by various masters, 580 portraits (400 being of the sixteenth century), 500 water-color portraits by Carmontelle, 600 portraits and sketches by Raffet, and 3,000 engravings.

The institute will receive from lands, fisheries and timber be-

longing to the estate, 40,000 francs a year, with annuities, until 1934, amounting to 86,000 more.

Student Teachers in High Schools.

At a meeting of the Chicago school board held Nov. 3, the report of the committee on high schools, submitted a month previous, was taken up for discussion. The report was as follows:

We recommend that in the present emergency the superintendents and assistant superintendents of the high schools be authorized to employ student teachers in the high schools, it being understood:

1. That these student teachers shall be graduates of reputable colleges.
2. That they shall be recommended by professors of pedagogy in reputable colleges or universities under whom they are studying with a view to making teaching their life work.
3. They shall be appointed for one year only.
4. They shall not be placed on the classified list.
5. They shall not be eligible to re-appointment as student teachers.
6. They shall pass examinations satisfactory to the board of education, the superintendent and assistant superintendent, and the committee on high schools.
7. They shall be paid at the rate of \$450 a year.

With regard to the sixth provision of the report, there were differences of opinion. Dr. Harper and Supt. Nightingale favored an examination in the branch which the applicant wished to teach with one allied subject, but other members of the board insisted on a general examination in all high school branches. It was finally decided that the plan, as advocated by Dr. Harper and Supt. Nightingale, be adopted, and each teacher will be examined in his own and one allied branch.

Report of Education Committee.

Syracuse, N. Y.—The committee on education, through their chairman, Dr. Amelia Earle Trant, submitted to the conference of woman's clubs the following report:

The committee advises that a committee of eleven, ten of whom shall correspond with one-tenth of the federated clubs, through education secretaries, be appointed. The work offered is of three general kinds:

First. The appointment of tactful women as school visitors, to report in detail external conditions, and whatever concerns the physical well-being of the pupil.

Second. Work adapted to those clubs of women who have an interest in methods of teaching. Questions will be devised to test the efficiency of teaching at all important points; notably the teaching of the English language, encouragement of original expression, opening of the mind of the child to natural history by out-of-door study, teaching a patriotism which is not warlike, co-ordinating the work of library and school.

Third. The following courses will be offered for study, in which it is hoped the workers in the first two classes will become interested: (1) The mind and body of the child, including kindergarten, child study, manual training, course of reading for mothers, preparatory to instructing their children. (2) The general history of education, emphasizing the evolution of modern ideas, including courses in special epochs, as old Greek, Roman, early Christian, Jesuits. (3) The theory of education, courses in general and applied psychology, showing that education is a progress science, which must adapt itself to conditions which it has helped to create; that is, that no system can be final. (4) The ethical results of education—a study of method of teaching, with special reference to effect upon character.

Each course of study is to be accompanied by a suitable book-list. A general bibliography of education can almost be furnished. The committee favors vacation schools, and advocates definite efforts for increasing public interest in education.

Michigan Notes.

Mason, Mich.—Arrangements have been made to bring the faculty of the University of Michigan into more intimate relations with the farmers of the state. A plan has been formed in conjunction with the state board of agriculture to have certain university professors speak at the farmers' institutes, to be held during the coming winter. Each speaker will visit three different institutes, so that a large part of the state will be covered. Dr. B. A. Hinsdale will have for his subject "The Rural School," Prof. M. E. Cooley, "Heating and Ventilation." Acting President Hutchins, Professors Spalding, Taylor, Reighard, Worcester, Thompson, Carhart, and others will also address the farmers.

Michigan is greatly honored in the selection of Hamilton King, professor of Greek, and principal of the preparatory department of Olivet college, as minister to Siam. Prof. King has, for some years, been prominently connected with the educational interests of the state. He is a well-known institute lecturer, and has been prominent in the State Teachers' Association. He is in every way qualified, and will do honor to the republic abroad. Prof. King was prominently mentioned as minister to Greece until the appointment of Pres. J. B. Angell, of the university, as minister to Turkey, made the appointment of Prof. King seem unwise.

New England School Superintendents Meet.

Boston.—The sixty-first meeting of this association was held at the Latin school, Nov. 5.

Dr. A. E. Winship gave an address on "Superintendents' and Teachers' Agencies." He said, in part:

"The only course open to me is to say what I think. The subject is not of my choosing. The teachers' agencies and the professional superintendents are twins; aged 20. Both came to us in 1877, or thereabouts. More things die than live among the facts and fancies of education. With a few notable exceptions, the superintendent of twenty years ago was little more than an errand boy of the school board. To-day he is the leader. The change has come with a force that is felt. The superintendent is to be the leader of the educational interests of the community where he is. He is here to stay.

"About the busiest man in America to-day is the genuine professional superintendent. It is wrong to compel the superintendent to go all over the country after teachers. To do away with this, the teachers' agency was established. The agency is the superintendent's friend.

"The professional superintendents of the future are to be the leaders of the country. The tests are not to be made by the number of schools visited, or the number of hours worked, but by the results shown in the schools. There will be the undefinable something which stands the test every time. Get the best you can, and in so far as the agency will help you, just so far is the agency a blessing to the community."

Supt. F. E. Parlin, of Natick, in discussing the address, said:

"A superintendent does not have the time to look up all applicants. A reliable agency can give information in fifteen minutes that would require weeks of research on the part of the superintendent. It is the business of the agency to gather reliable information of each candidate. It can be relied upon.

"There are teachers who do not fit all positions. It does not follow because she fails in one, that she cannot fill any. Her faults should be stated by the agency, that such a teacher might not be placed in a wrong light. Again, the superintendent asking for a teacher, should state explicitly all details regarding the environments which will surround such a teacher.

"I should not always go to the agency. If I found a good teacher, and wanted her, I should take her."

Supt. A. J. Jacoby, of Middleboro, thought that teachers' agencies, properly used, gave good results:

"The work in a school is measured by the capacity of the teacher selected. The starting point should be strong. If the superintendent's judgment is good, then will his teachers be good, and his schools will, of necessity, be good.

"The teacher must be properly adjusted to the school, and the superintendent who is wise will bear this in mind. I have heard that the system is bad to hire teachers in their own town. I do not believe this. If all the teachers were home teachers, there might be a rut. But that will never happen. There will always be outside teachers, and they come from different places and with new ideas."

Supt. Louis Nash, of Gardner, read a paper on "Contracts with Teachers." He says there is no plan which meets with general acceptance. There is no system which allows a teacher to feel at home. The annual election of teachers keeps even good ones in a state of unrest. It is in the poorest places where contracts are desired. The people want to keep their teacher through the year. Mr. Nash thinks that the higher motives of the teacher may be trusted, and he does not believe in an iron-clad contract:

"I believe in a thirty-days' notice; I think it is fair. A teacher is not a journeyman. She is an artist. We have no right to stand in the way of a teacher's advancement, but if a thirty-days' notice should be required, there would be less of teachers' throwing up a situation, at a moment's notice, to go to another place.

"Vacancies will occur, and we should have something to meet the contingency. Efficient substitutes should be provided. The only suggestion I have to make is, that I hope something will be done to bring about a universal rule of a reasonable length of notice from a teacher."

Supt. Parkinson, of Amherst, who discussed the address, said he was not an advocate of a printed contract; the question of veracity ought to be the bond of contract. The teacher should consider the interest of the school.

Hon. F. A. Hill, secretary of the state board of education, said:

"Undoubtedly many of the changes are injurious to the schools. Yet, some changes occur at a time when the schools do not suffer. A few changes are for good. But it seems to me that the trend of opinion in Massachusetts is in the right direction. And here are some reliable figures which seem to prove it. In 1894 the number of teaching positions in the public schools was 10,073, while the number of teachers employed was 11,714 showing that there were 1,641 changes during the year. In 1895 the excess of teachers was 1,616. In 1896 it had dropped to 1,593, and in 1897, to 1,542, although in those four years the number of positions had increased 1,229.

This shows the tendency toward permanency. It is in the right direction."

Supt. Hatch, of New Bedford, said that all teachers in his city were under contract to give thirty days' notice. The plan works well, and the teachers do not think it unjust. All teachers who serve three years are put on the permanent list.

Supt. Thomas M. Balliet, of Springfield, thought that any town could keep its teachers if uniformity of salary were abolished, and teachers paid what they are worth:

"If salaries were raised, the poorest town in the state could defy the world."

"How Can We Increase the Efficiency of Our Evening Schools?" was presented by Supt. Whitcomb, of Lowell. He said that the advantages must be equal to those of day schools if the same results are to be expected. Supervision should be one of the prominent features of the evening school. Discipline is another essential. More order and attention are needed than in the day schools.

Supt. H. S. Tarbell, of Providence, spoke on the subject of "Feeble-Minded Children."

The following officers were elected: President, William D. Parkinson, Amherst; vice-president, Benjamin Baker, Newport, R. I.; secretary and treasurer, Mary S. Snow, Bangor, Me.; executive committee, one year, Henry Whittemore, Waltham; M. Belle Smith, Brattleboro, Vt.; James H. Fasset, Nashua, N. H.; two years, Bessie M. Schofield, Providence, R. I.; N. B. Ferguson, Middletown, Ct.; Channing Folsom, Dover, N. H.; three years, H. W. Lull, Quincy; M. S. Stone, Montpelier, Vt.; George H. Martin, Boston.

"Bird Day" in the Public Schools.

The fifteenth congress of the American Ornithological Union was held in the American Museum of Natural History Nov. 9, 10, and 11. Among matters of interest was a report from the committee on "The Protection of Native Wild Birds," urging that a "bird day" be set apart in the public schools, on which children be taught the usefulness of wild birds.

Chairman William Dutcher, of the committee, said, that, although much had been done through the press, and in the schools to make people comprehend the desirability of protecting the wild birds, yet much was still to be accomplished. The most fertile field for missionary work is among women who wear the plumage of birds to augment their personal beauty. Because of the fashions of the milliners, many of our most beautiful species are almost extinct. The snowy heron, or egret, for example, has almost entirely disappeared from the Southern states because of the war waged upon it by the plume hunter. This bird furnishes the "aigrettes" so fashionable in opera hats, bonnets, and in wedding dresses. The heron only wears this plumage in the nesting season; it is his wedding dress, and his destruction means the certain extermination of the entire brood through starvation.

"Yet, in spite of this fact," continued Mr. Dutcher, "which should prevent all humane women from ever wearing aigrettes again, the plea of the great majority of women is that of ignorance."

"It is a curious, an inconsistent experience to visit a church or a lecture-room and listen to a discourse on some philanthropic subject, and note the extreme sympathy displayed by scores of women, while at the same time their hats are decorated with plumes and feathers that could only have been obtained by acts of the greatest cruelty. Cut off the demand, and the plume hunters will cease to furnish a supply that they cannot dispose of. The salvation of the wild birds of beautiful plumage rests solely in woman's hands."

Mr. Dutcher also pointed out that school influence would have a great effect against the extermination of birds, and then went on to describe the habits of our native wild birds and their usefulness. Owls and chicken hawks, he said, are enemies of field mice. Other birds, such as the swallow, swift, nighthawks, and whip-poor-wills feed upon the insects that are flying in the air; while the warblers and humming birds pursue their insect food in flowers and leaf, and the woodpecker, nuthatch, and creeper attend to the tree trunks, and carefully examine each inch of bark for larvæ. The thrushes, sparrows, and other birds carry on the war upon the ground. The chickadee, which eats thirty or forty female cankerworms a day, in twenty-five days would destroy 138,750 eggs of the noxious insect. Prof. Forbes, director of the Illinois State Laboratory of Natural History, found 175 larvæ of bibio—a fly which, in the larval state, feeds on the roots of grass—in the stomach of a single robin.

In the reports from the different states that were read, it was shown that Wisconsin had advanced the furthest in bird protection, having set aside one day on which school children might be taught the usefulness of the wild birds by actual observation, guided by adequate instruction. Massachusetts, Mr. Dutcher said, was the pioneer in what the Audubon Society was working for, and lately passed a law making it an act

punishable by fine to wear wild birds' plumage as dress ornament.

The report urged that the work of the committee be placed in the hands of one individual, who could devote his entire time to the matter. Strong emphasis was laid upon the introduction in the public schools of bird study. A compilation of the bird laws in the various states was recommended, leading toward a movement for a uniform law covering all parts of North America.

St. Louis Society of Pedagogy.

St. Louis, Mo.—This society was organized twenty-six years ago by five enthusiastic young men who wished to discuss questions relating to science and education. The organizers were Horace Morgan, Francis E. Cook, now a well-known school principal, Prof. B. B. Dixon, of Tulane university, Denton J. Snider, and Thomas Davidson. Supt. Louis Soldan and Colonel Rombauer joined the society soon after its organization, and other well-known members were Hon. W. T. Harris, then superintendent of schools, Prin. Gilfillan, of the Lincoln school, and former Supt. Long. Perhaps the feeling of the society was not quite friendly to the management of the schools, but when Dr. Harris became a member, he won over the whole body till it became a strong ally of the public schools.

In the development of the society three phases may be noted: (1) The theoretical, or the promotion of the science of education; (2) the liberal, at which time women were admitted to membership, and (3) the present, or reorganized form, which is a reflection of the university-extension movement, so well known to literary people.

For several years the policy of the society was the promulgation of the science of education, no attention being paid to methods of teaching. After a while women were admitted to membership. With the increase in membership came a new enthusiasm. The meetings were well attended, and it grew in usefulness. Among the women who joined the society at this time were Misses Susan Blow, M. C. McCulloch, and Anna C. Brackett.

Toward the close of the eighties interest began to wane again, and those who had the welfare of the society in view saw that something must be done to arouse its interest. A committee was appointed to formulate a plan of re-organization, and to change the constitution and by-laws. The following significant changes were reported:

"For purposes of self-culture this society shall be divided into the following sections, with any of which its members may associate themselves, as they may elect, in pursuit of such knowledge as the titles of said sections indicate, over which sections the members shall have full control, subject to the guidance of the leaders hereinafter provided for, namely:

"Section 1. Pedagogics (including the science and art of education).

"Section 2. Psychology (rational and experimental).

"Section 3. Ethics (theoretical and practical).

"Section 4. Literature.

"Section 5. History.

"Section 6. Science.

"Section 7. Art.

"Section 8. Kindergarten and observation of child life.

"The executive committee shall provide for the presentation of some topic at each regular meeting; shall see to the revision and publication of papers ordered by the society, to be printed, and shall provide suitable leaders for the sections herein created, and of such kindred organizations, groups, or societies as, through membership in the Society of Pedagogy, may desire to secure its advantages by affiliating with it."

Since its adoption in the fall of 1893, the plan has been followed with satisfactory results. For the past year the symposium plan has prevailed.

During the last year, which has been the most prosperous in the history of the society, the membership has reached 454. The fact that among this number are 127 people who are not directly connected with the public schools, shows the hold that the society has upon the community.

The character of the sections during the coming year will vary but little from the past year. Miss Amelia C. Fruchte will lead the art section; Mr. Francis E. Cook will conduct the work of the history section; Mr. John S. Collins will have charge of the section of pedagogy. The kindergarten and child study department will be under the leadership of Miss McCulloch, and Mr. George W. Krall will give talks on astronomy, with practical exercise in studying the heavens. The departments of ethics will be in charge of Mr. Wm. M. Bryan, and the psychology section will be led by Mr. E. H. Long. Two new departments have been established—Botany, with Miss Mulford at the head, and Romance languages, with Mlle. M. L. Pernet as leader.

Mr. Edwin D. Luckey is president of the society; Mr. W. P. Evans, vice-president; A. R. Morgan, treasurer; T. Goodell, recording secretary. The executive board consists of Mr. George T. Murphy, chairman; G. W. Martin, Jennie M. A. Jones, and H. W. Prentice.

Illinois State Teachers' Association.

The program for the next annual meeting of the Illinois State Teachers' Association, to be held at Springfield, Dec. 28-30, is as follows:

Tuesday evening, Dec. 28, 8 P. M.—President's address, J. W. Hays, "School Legislation of '97, Recommendations, and Suggestions;" State Supt. S. M. Inglis, "Free Text-Books."

(a) "What We Accomplished, and Why We Failed," J. W. Errant, Chicago.

(b) "What We Are Going to Do About It," Pres. John Cook, Illinois state normal.

General discussion.

Dec. 29, Wednesday, 9 A. M.—"To What Extent is There a Science of Education?" Inspector James L. Hughes, Toronto.

Discussion, Dr. Chas. McMurry, Buffalo.

11.00—"The Ethical and Psychological Elements in Physical Education," Prof. Wm. G. Anderson, Yale university.

General discussion.

Dec. 29, Wednesday evening, 8.00.—Address, "The Public School System as an Instrumentality of Social Advance," E. Benjamin Andrews, president Brown university.

Dec. 30, Thursday, 9.00 A. M.—"The Teaching of Morality in the Public Schools," Supt. F. Louis Soldan, St. Louis.

Discussion. Pres. Finley, Knox college.

General discussion.

11.00.—Business.

Election of officers.

Dec. 30, Thursday evening, 8.00 P. M.—"Our Pilgrim Fathers," Symposium under leadership of Supt. E. A. Gastman, Decatur.

Speakers, Dr. Edwards, Dr. Hewett, Supt. John F. Eberhart. (In memoriam, Dr. Bateman.)

By Dr. Samuel Willard.

Ex. Com. { A. V. Greenman, Aurora.
W. L. Steele, Galesburg.

Fall and Winter Associations.

Nov. 25-26.—North Central Kansas Teachers' Association, at Junction City.

Nov. 25-27.—Southwest Missouri Teachers' Association, at Greenfield. J. M. Stevenson, Neosho, president; J. M. Taylor, Greenfield, sec'y.

Nov. 25-27.—Northwestern Ohio Teachers' Association, at Lima.

Nov. 25-27.—Southeast Kansas Teachers' Association, at Paola.

Nov. 26-27.—The Association of Colleges and Preparatory schools of the Middle States and Maryland will meet at Vassar college, Poughkeepsie, N. Y.

Nov. 26-27.—Eastern Ohio Teachers' Association, at Steubenville.

December.—Holiday conference of the Associated Academic Principals of New York state at Syracuse.

December.—Annual meeting of the Association of Grammar Principals at Syracuse.

Dec. 26.—South Dakota State Teachers' Association, at Sioux Falls. Edwin Dukes, Huron, president; S. I. Brown, Centerville, cor. sec.

Dec. 27.—Idaho State Teachers' Association, at Hailey. Prof. H. Barton, sec'y.

Dec. 28.—Louisiana State Teachers' Association, at New Orleans. Miss Lulu Soate, sec'y.

Dec. 28.—Iowa State Teachers' Association, at Des Moines. M. F. Arey, sec'y.

Dec. 28-30.—Michigan State Teachers' Association, at Lansing. President, Prof. Delos Fall, Albion; secretary, Supt. W. J. McKone, Mason, Mich.

Dec. 28-30.—Missouri State Teachers' Association, at Jefferson City. Hon. John R. Kirk, state superintendent, president; Supt. L. W. Rader, Carrollton, sec'y.

Dec. 28-30.—Kansas State Teachers' Association, at Topeka. J. E. Peairs, Lawrence, president.

Dec. 28-30.—Illinois State Teachers' Association, at Springfield.

Dec. 28-31.—Florida State Teachers' Association, at DeLand.

Dec. 28-31.—The Montana State Teachers' Association, at Helena.

Dec. 28-31.—Oklahoma Territorial Teachers' Association, at El Reno.

Dec. 29.—Nebraska State Teachers' Association, at Lincoln. W. H. Clermons, Fremont, sec'y.

Dec. 29-31.—Colorado State Teachers' Association, at Denver. A. B. Copeland, Greeley, president.

February, 1898.—Meeting of the Department of Superintendence at Chattanooga, Tenn.

The mission of Hood's Sarsaparilla is to cure disease, and thousands of testimonials prove it fulfills its mission well.

Items of Live Interest.

Haverhill, Mass.—The Whittier Club has issued an appeal for funds, to "aid in the care and preservation" of the birth-place of the poet. Contributions may be sent to Mrs. Mary H. Wood, Haverhill, the treasurer of the club.

Springfield, Mass.—The movement for the decoration of the public school buildings with works of art is exciting considerable interest. It is likely, in time, to extend to all the schools of the city. A good selection of art works has already been secured for the Buckingham school, and the principals of several others intend to take up the movement very soon. The first steps in this direction were taken by Miss Georgia W. Fraser, formerly director of school art work, and Supt. Balliet and James Hall, supervisors of drawing, are interested in the matter.

Charlottesville, Va.—George Frederick Holmes, professor of history and literature in the University of Virginia, who died recently, was the author of several text-books designed for "s in the South. Prof. Holmes was born in British Guiana, in 1820, coming to this country at the age of seventeen. By special act of the legislature he was admitted to the bar before he was naturalized. In 1845 he joined the teaching staff of Richmond college, Virginia, and a year later was made president of the University of Mississippi. In 1847 he was professor of history, political economy, and international law in William and Mary college. He became professor in the university here in 1857.

Syracuse, N. Y.—Miss Aria S. Huntington, daughter of Bishop Frederick D. Huntington, has been elected school commissioner for two years. She is a leader in charitable enterprises, and a woman suffragist. She is the first woman ever elected to public office in Syracuse.

Chicago, Ill.—The plan of free lectures for the people, which was started in New York, and has proved so successful there, is meeting with equal favor in Chicago. The first of the lectures given under the auspices of the board of education drew a larger crowd than the assembly-hall of the new Perkins Bass school could accommodate. A series of six lectures will be given in the same hall on "Nation-Making in the Nineteenth Century," Prof. George E. Fellows, of the university, being the lecturer.

Watertown, Mass.—The pupils living in the outskirts of the town who are carried to the school-house in barges have been enjoying a gay time while riding back and forth. The remonstrances of the driver were of no avail, and the school board has voted that unless the children are quiet and orderly they cannot ride, one disturbance depriving them of the privilege for the remainder of the term.

Mattapoisett, Mass.—The sum of \$20,000 has been given this town by Henry Rogers, of New York, to be used for a new high school building. Mr. Rogers' grandfather lived in Mattapoisett, and the gift is made in remembrance of the happy vacations spent in the town.

New Haven, Conn.—At the regular fall meeting of the Yale corporation, it was decided to establish the degree of master of science in the Sheffield scientific school.

The treasurer's annual report gives a total increase of the permanent funds of the university as \$412,497.21. The total amount of the university funds is now \$1,567,495.49. The leading additions to the various funds have been:

Academic.—Marett fund, \$19,789.52; Leavenworth fund, \$210.96; Howard fund, \$182; Joseph Eliot fund, \$170.08.

Sheffield Scientific School.—Fayerweather estate, estimated, \$9,223.74.

Medical School.—George Bliss estate, \$50,000; Mary C. Hunt estate, \$25,000.

Law School.—Unnamed friend, \$12,600.

Infirmary fund, for building an isolating pavilion, \$4,759.76; law school building fund, John W. Hendrie, \$1,000; general university funds, Alumni University Fund Association, \$9,718.75; university library, Mrs. Henry Farnam, \$1,000; theological department, J. H. Whittemore, \$2,400; medical school, Mrs. Henry Farnam, \$1,000.

Prof. George Frederick Holmes, for forty years connected with the University of Virginia, died Nov. 4.

East Oxford, Maine, Teachers' Association has elected F. E. Hanscome, Bethel, president, and Mrs. Edith Bartlett, Norway, secretary.

Robert H. Clark, Jr., a young colored man, has asked the courts to compel the Maryland institute to admit him as a pupil. The institute adopted a rule in 1895 limiting admissions to "reputable white pupils."

Rev. H. R. Rose, of Auburn, addressed the Androscoggin, Maine, Teachers' Association at its recent meeting on "The Public School from a Moral Standpoint." He held that the true function of the schools is to train for good citizenship.

About 300 teachers were present at the recent Delaware County, Pa., Teachers' institute. Among the speakers were Major-General O. O. Howard.

Dr. John Pollard and Dr. James Nelson recently addressed a large audience on the general subject of education, at the Fulton Baptist church, Richmond, Va.

Mrs. Mary A. Livermore spoke on "The Teacher as a Moral Force" before the 68th annual meeting of the Essex County, Man., Teachers' Association recently. Nearly 1,200 persons were present. Teachers, she said, hold much of the future of our country in their hands. The American spirit is well kindled by our teachers, so that the children of foreign parents, look upon themselves as Americans. Addresses were also made by Mayor Junkins, of Lawrence, and Dr. Walter P. Beckwith, principal of the state normal school.

There is a report to the effect that in a short time a commission will meet at St. Petersburg, to consider the introduction of universal, compulsory education in Russia. The policy of the Russian government has hitherto been to discourage popular education.

Baltimore, Md.—At a recent meeting of the school board, the astounding statement was made that some of the teachers are in the habit of farming out their positions. They obtain leave of absence on various pleas, furnishing substitutes, whom they pay fifty cents or a dollar a day, while they themselves draw the regular salary. The question is being investigated in a quiet way, and if there proves to be any foundation for the opinion, some decisive action will be taken.

Columbus, O.—Victor Hugo's novel, "Les Miserables," has been withdrawn from the hands of the school children in Columbus, by taking it from the public school library.

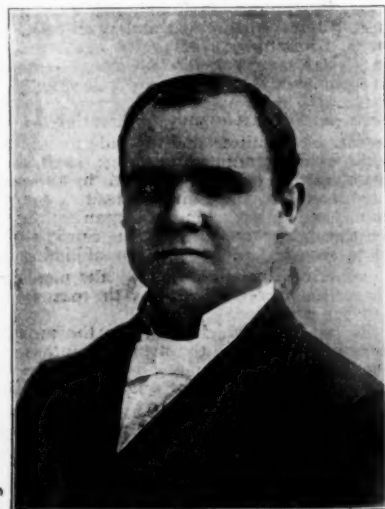
A cemetery for pet dogs and cats can be seen in London, where some 200 animals lie buried. Each tiny grave is sunk to a depth of two feet, eight inches, and often holds more than one dog. Marble headstones are erected in some cases, and terra cotta tiles, representing a rope coil, enclose the graves.

Notes from Utah.

The attendance at the University of Utah, Salt Lake City, is the largest in the history of that institution.

The branch of the state normal school at Cedar City is well attended.

The attendance at the Bingham Young academy, Provo City, is now upwards of six hundred students.



Dr. J. E. Talmage.

Dr. J. E. Talmage, of the state university, recently returned from attending the International Geological Congress at St. Petersburg, Russia.

Salt Lake City enrolls over 11,000 pupils, and employs two hundred and fifty teachers.

A strong effort is being made to secure the meeting of the N. E. A. for 1898 for Salt Lake City. The city has excellent facilities for handling a large gathering.

W. E. Webster.

Interesting Notes.

Sun Does the Cooking.

The various experiments made with solar engines by the French in Algeria, where the sun shines at all times and with great power, have been attended in some instances with marked success. An inventor named Adams has contrived a cooking box made of wood and lined with reflecting mirrors, at the bottom of the box being a small copper boiler covered with glass to retain the heat of the rays concentrated by the mirrors upon the boiler. In this contrivance any sort of food may be quickly cooked, the result being a stew or boil if the steam is retained, or if it is allowed to escape it is a bake. The heat with this device may be augmented indefinitely by increasing the diameter of the box.

Li and the Czar.

"How old are you?" Li asked the Czar, when he was presented to him. "Twenty-seven," replied his majesty. "You look forty, your face contains so much wisdom!" This, of course, from the celestial standpoint was a very emphatic compliment. "And how old are you?" queried the emperor, intending to comment pleasantly upon the aged statesman's vigorous appearance and activity. Li Hung Chang smiled and his bright eyes twinkled slyly as he replied, "Oh, I'm only a boy, too!"

The World's Republics.

In respect to population, the republics of the world rank thus:

The United States, France, Brazil, Mexico. After these four, there stand Argentina, Colombia, and Chile in South America, and Switzerland in Europe. When we come to the republics of Central America we observe that the population of the whole five of them is less than that of the enlarged city of New York. Brazil's population is now over 18,000,000, Mexico's is 12,000,000. The area of Brazil is more than four times as great as that of Mexico, but Mexico is in advance of Brazil in commercial importance.

Rio de Janeiro, the capital, is nearly twice as large as the city of Mexico. Brazil has a number of large cities besides the capital, but Mexico has no city other than the capital with 100,000 inhabitants. The population of Brazil is enlarged every year by immigration from Italy and Germany.

Meaning of the Word "Omaha."

The name "Omaha" bears testimony to the long journey of the people, and reveals some of the causes which brought about this breaking up into distinct tribes. It is composed of two words which signify "going against the current," or up the stream. The Omahas were the people who went up the stream, while the Quapaws, their near of kin, went, as their name reveals, "with the current," or down the stream. The traditions of both these people say that the parting occurred during a hunting expedition, each division finally settling in the lands whither they had wandered apart. This epochal hunt must have been centuries ago, for the Quapaws bore their descriptive name in 1540, being mentioned in the Portuguese narrative of De Soto's expedition as then living on the Arkansas river, where they dwelt until 1839, when they ceded their long-occupied lands to the United States.—"The Century."

One of the wonders of Corea is what is known as the floating stone. This stone is of great bulk and shaped like an irregular cube. To all appearance it is resting on the ground, and is perfectly free from support on any side. If two men, standing at opposite ends of it, hold each the opposite ends of a thread, they will be able to pass the thread under the stone without encountering any obstacle. The natives consider it one of the greatest wonders of their land, and have erected a temple in its honor, known as the Fon Shih Miao.

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Books.

Adherence to a single text-book in history is likely to give the student one-sided views of events; to give broad views, and to stimulate independent thought, the library method is used in many schools. A help in this line is offered by M. S. Getchell, A.M., in "The Study of Medieval History by the Library Method for High Schools." It was prepared for the use of second-year classes in the Somerville (Mass.) English high school. To make the study a success, a copy of the book should be in the hands of each student. He finds in it his topic, and under it the names of the authors, and the page of the book in which the subject is treated. That there may be no mistake about the edition cited, a list of books has been compiled, giving title, author, publisher, and date of publication. At the close of the book are a chronological table of the rulers of England, France, Germany, and the Holy Roman Empire during the middle ages, and a short list of historical works, arranged alphabetically, by countries. (Ginn & Co., Boston.)

Will S. Monroe has rendered a great service to the teachers' profession by preparing a "Bibliography of Education" for the International Education Series. Sixteen years ago Mr. Monroe began to collect a library, and in eleven years had twelve hundred books and pamphlets. He thought of publishing the list for the benefit of others engaged in studying education, when he perceived that it would enhance the value of the work to include other desirable and available books and pamphlets bearing on the subjects. With these added, the work is presented; it contains, in all, the titles of 3,200 books and pamphlets. All except works of reference—encyclopedias and bibliographies—are published in the English language. The excellent bibliographies in German, French, and other languages rendered the cataloguing of foreign works unnecessary. Besides books of reference, there are works on the history of education, theory of education, principles and practice of teaching, methods of instruction, school administration, kindergarten, education of colored children, education of defective children, professional education, manual training, philosophy, psychology, moral education, physical education and school hygiene, education of women, self-culture and home education, school systems, educational conferences and exhibits, American reports, and educational journals. (D. Appleton & Co., New York.)

The attention of teachers and lovers of literature is called to the Silver Series of English Classics, which is designed to furnish copies of standard English and American authors in the best possible form for reading and study. Scholars of high literary ability and educational experience have been chosen to edit this series, in which the treasures of literary art are unfolded, and the power and beauty of our language in the various forms of English composition—as in oration, the essay, the argument, the biography, the poem, etc.—are shown. Among the books in this series are Southey's "Life of Nelson," Addison's "Sir Roger de Coverley Papers," Webster's "First Bunker Hill Oration," Coleridge's "Rime of the Ancient Mariner," De Quincey's "Revolt of the Tartars," Macaulay's "Essay on Addison," and Macaulay's "Essay on Milton," edited by Alexander S. Twombly; Shakespeare's "Macbeth," edited by Fred Lewis Pattee, and Burke's "Speech on Conciliation," edited by Francis R. Lane. With such excellent material at low prices, the teacher ought not to find it hard to divert the youthful mind from the trashy literature of the day. (Silver, Burdett & Co., Boston.)

The study of bird life has resulted naturally from the introduction of science in the lower schools. The movement is an excellent one, as it teaches children to love and protect the beautiful inhabitants of the air. The popular publications in this field are not numerous, and therefore the beautiful monthly serial, entitled "Birds," will attract interest. A volume of the numbers of this serial has been published, the main feature of which consists of page plates of the birds described produced by color photography. All the colors and shades are given, with life-like exactness. The text is prepared with a view of giving the children as clear an idea as possible of haunts, habits, characteristics, and such other information as will lead them to love the birds, and delight in their study and acquaintance. (Nature Study Publishing Co., Chicago.)

The weird and spectral forms that Coleridge conjures up in his poem, "The Ancient Mariner," have fascinated all those who have read it for one hundred years; it is one of the poems

that the world wishes to have preserved. In a fine edition of it, with introduction and notes, by Andrew J. George, M.A., of Newton, Mass., a biography of the poet, the genesis of the poem, and explanations of all passages that require explanation are given. The frontispiece is a portrait of Coleridge. (D. C. Heath & Co., Boston. 35 cents.)

A never-ending interest attaches to the sea and its inhabitants; the study of the many forms of life there found may be made very fascinating to the young. The book bearing the poetical title of "The Hall of Shells," we believe, presents the story of the shell animals and other life in such a way that children will read it with zest; fact and imagination are delightfully blended in this little book of nature, and the poets lend their contributions to help make the matter attractive. The book belongs to Appletons' Home Reading Books series, and the author is Mrs. A. S. Hardy. The illustrations consist of a colored frontispiece, and many handsome page plates. (D. Appleton & Co., New York.)

A convenient manual for the study of United States history and civil government is furnished by J. W. Zeller, Ph.D., for nineteen years superintendent of the Findlay public schools. It contains suggestions for teachers and five hundred questions and answers. The scheme provides for the teaching of both subjects in one and the same recitation. (James McConnell, 1237 Arch street, Philadelphia.)

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California.—Four tours will leave New York, Philadelphia, and Harrisburg January 8, January 27, February 16, and March 19. With the exception of the first party going and the last returning, all of these parties will travel by the "Golden Gate Special" between New York and California, stopping at interesting points en route.

Florida.—Four tours to Jacksonville will leave New York and Philadelphia January 25, February 8 and 22, and March 8. The first three admit of a stay of two weeks in the "Flowery State." Tickets for the fourth tour will be good to return by regular trains until May 31, 1898.

Old Point Comfort, Richmond, and Washington.—Three six-day tours will leave New York and Philadelphia February 19, March 16, and April 7.

Old Point Comfort and Washington.—Three four-day tours will leave New York and Philadelphia December 28, January 29, and April 23.

Old Point Comfort.—Six tours will leave New York and Philadelphia December 28, January 29, February 19, March 19, April 7 and 23.

Washington.—Seven tours will leave New York and Philadelphia December 28, January 13, Feb. 3, March 3 and 31, April 21, and May 12.

Detailed itineraries of the above tours, giving rates and full information, may be procured of Tourist Agent, 1196 Broadway, New York; 860 Fulton street, Brooklyn; 789 Broad street, Newark, N. J.; or George W. Boyd, Assistant General Passenger Agent, Philadelphia.

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(Established 1870.) published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education. We publish THE TEACHERS' INSTITUTE, monthly, \$1 per year; THE PRIMARY SCHOOL, monthly, \$1 per year; EDUCATIONAL FOUNDATIONS, monthly, \$1 per year, and OUR TIMES (Current Events), monthly, 30 cents per year.

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Some Little Republics.

About fifteen miles northeast of Sardinia is the smallest of the little republics, that is, the smallest in point of population. Tavolara is an island five miles long and about half a mile wide. It contains a population of 55 men, women, and children; and every six years the grown people of the republic, men and women together, go to the polls and elect a president and a congress of six members. The island of Tavolara was a part of the kingdom of Sardinia until 1836, when the king presented it to the Bartoleoni family. From 1836 to 1882 the little monarchy was governed by King Paul I., but in the latter year he died, and in 1886 it became a republic. Its independence was recognized by Italy in 1887.

The republic smallest in area is Goust, which is less than one-third the size of Tavolara, although it has a population of 130 souls. It has been a republic since 1648, and enjoys the distinction of being recognized by France and Spain. Goust, with its territory of a mile in extent, covers the flat top of a mountain in the lower Pyrenees, and is governed by a president, who is elected every five years.

East of Austria and north of New Caledonia is the republic of Franceville, an island with an area of about eighty-five miles. Its inhabitants number 550, of whom 40 are whites and 510 natives. It was once a colony of France, but in 1879 it was declared independent, and its people at once adopted a republican constitution. It is governed by a president and a council of eight elected by the people—black and white, men and women.

In the western part of North Carolina is a perfectly organized republic independent of both state and national governments. It is known as the Qualla Reserve, and is the home of about 1,000 of the Cherokee Indians belonging to the Eastern branch. The Reserve has an area of 50,000 acres, or 82 square miles, of the richest valley land of the state, lying along the Oconee, Lufita, and Socco creeks. The president of the little republic is elected every four years.—“Harper's Round Table.”

Rural Mail Delivery.

For more than seven months the experiment of mail delivery by carriers in agricultural sections of forty-four states has been in progress from a certain number of selected post-offices. In at least one respect

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this experiment has been an unqualified success; the people take a decided interest in it, are benefited by it, and do their utmost to facilitate the work of the carriers. The farmers urge, and in some cases demand, the continuance of the service.

The delivery is most easily and effectually performed by the aid of the bicycle. A wheelman, carrying in a bag swung from his shoulder from thirty to forty pounds of mail, covers a route of about twenty-six miles in from three to four hours' time. Two carriers are employed on such a route. Every farmer along the route usually provides for the carriers' convenience a box, which is placed near the road on a post or a tree.

Of course the bicycle can be used only when the roads are good enough to afford wheeling. As a general thing, it is available only after the first of April in the spring, and until snow or mud renders the roads impracticable in the fall. Even within this period there are intervals when the carrier cannot ride the wheel. At such times horses and wagons must be resorted to, and these increase the cost and the time taken to deliver the mail.

To Make Warships Invisible.

France, it is admitted by the naval authorities of other nations, is in possession now of the most mysterious but most potent agent yet devised by science for making terrible the naval warfare of the future.

A Paris inventor is said to have devised a chemical composition which, applied to any solid substance, will make it invisible at night, even under the glare of the most powerful electric searchlight.

Repeated trials were had during the protracted naval maneuvers off Brest of the working of the “invisible paint.” One of the most formidable torpedo boats in the French fleet was assigned to assume the role of a hostile craft endeavoring to make its way into the harbor past the vessels of the defending squadron, which included the most powerful men-of-war in the French service, nearly all of them equipped with tremendous searchlights. The boat succeeded in traversing the entire reach of water patrolled by the guarding warships, and, though covered again and again by the glaring lights of vessel after vessel, made its way into port, and three hours after the beginning of the maneuver was safely at anchor off the town.

The Mississippi Flood and the Levees.

General Wilson, chief of engineers of the army, has been making an examination of the report of the Mississippi River Commission and has brought to light some very interesting facts connected with the flood of last spring. It is shown that the flood of the Mississippi was the highest of which there is any record. The total length of the levees on both sides of the river was 1,377 miles, and there were in all thirty-eight breaks by the flood, aggregating eight and seven-tenths miles. An interesting feature of the breakages is that none of the levees built by the United States government were broken, but the breaks occurred in those portions which had been built by states or municipalities or private persons. The

Mississippi river floods will form an important part of the annual report of General Wilson, which is now in the course of preparation.—“N. Y. Tribune.”

Islands of the United States.

While so much is being said on the Hawaiian matter it is well to be reminded that the United States already possesses numbers of islands that give us no great trouble. The “Washington Post” says that in the neighborhood of the equator there are scattered over the mid-Pacific quite a lot of small islands belonging to the United States. Most of them are from 1,000 to 2,000 miles to the south and southwest of Hawaii. Some of them are near the Gilbert archipelago, and there is a considerable cluster just about the lesser distance mentioned and directly south of the Hawaiian group, including America, Christmas, Palmyra, and other islands of large size. Christmas island is about thirty-five miles long. It got its name originally from the fact that the famous Capt. Cook stopped there on Christmas day for the purpose of observing an eclipse. It is an atoll, or ring, of coral formation, enclosing a lagoon of water that has become so salty through evaporation as to be a veritable brine.

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Fishes thrown over the reef by storms are pickled in it, and remain perfectly preserved and good to eat for months.

These isles of the Pacific belonging to Uncle Sam number sixty in all. They have all been annexed to the United States under an act of Congress, which became a law August 18, 1856. This law, which remains in force to-day, declares that whenever any citizen of the United States shall discover a deposit of guano on any island, rock, or key, not within the lawful jurisdiction of any other government, he shall be at liberty to take peaceable possession thereof, and such island, rock, or key may, at the discretion of the president, be considered as appertaining to the United States. The discoverer is required to give due notice to the department of state, with affidavits, describing the island and showing that possession of the same has been taken in the name of this country. He is obliged at the same time to give a bond, which is filed in the treasury.

But Uncle Sam's ocean empire includes a great many islands of far greater importance than the guano isles referred to. In Bering sea there are several very large islands, besides the little Pribylov group to which the fur seals resort. This country owns the entire chain of Aleutian islands, which separate Bering sea from the North Pacific. Off the coast of southern Alaska is a group of islands of great size, on some of which live the Thlinket Indians. Off the coast of southern California is the Santa Barbara group, comprising a number of large islands.

Changing the Standard.

The question whether the new monetary gold will be largely needed by countries now without a gold currency is being answered almost daily in the affirmative. The empire of Japan decided in the spring to change from the silver to the gold standard. The Bank of Japan has been carrying a gold reserve of from \$25,000,000, to \$50,000,000, but will be compelled to greatly increase this amount in order to maintain gold redemption. Mexico seems on the verge of adopting the gold standard, in order to escape the effects of the alarming fluctuations in the value of silver, and her expanding business might require \$100,000,000 or \$200,000,000 in gold. The government of British India in 1893 suspended the free coinage of silver rupees, and endeavored to give them a fixed gold value. Chile, Peru, and Costa Rica have recently adopted the gold standard, and need increased supplies of gold.

This is only the beginning of the possible demands for the new gold supplies. Russia and Austria-Hungary have been endeavoring for several years to accumulate a sufficient supply of gold for the resumption of specie payments. Russia holds more than \$600,000,000, and Austria-Hungary more than \$150,000,000. Both these countries, especially the latter, will be benefited in obtaining gold by the new supplies. They will not find that a much smaller quantity of commodities will have to be rendered up in exchange for the new gold, but they will find premiums lower and other countries bidding a lower interest rate to keep their gold at home. An increase in the world's supplies renders it easier for countries of comparative poverty of resources to provide themselves with a gold currency, because they encounter less competition than

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Walter A. Wyckoff, the college man who became a day-laborer, concludes the first part of "The Workers" in the Christmas "Scribner's," with a description of life in a logging camp in the mountains of Pennsylvania. During the year 1898 there will appear in "Scribner's" Mr. Wyckoff's narrative of his experiences in the congested labor-market of Chicago. He was there in the World's Fair year.

Mr. Garrett P. Serviss, the widely known and popular astronomer, will have a most instructive and interesting article in Appleton's "Popular Science Monthly" for December, in which he discusses the probability of there being planets similar to our own earth, containing inhabitants, among the so-called fixed stars.

The first installment of Anthony Hope's New romance will appear in "McClure's Magazine" for December. Advance sheets are sent herewith. The story opens in splendidly romantic fashion. Although it is a sequel to "The Prisoner of Zenda," the reader, who may not have read that novel, can understand and enjoy it from the beginning. It narrates the further story of the love and adventures of Rudolf Rasendyl and the Princess Flavia.

The many lovers of romance who have read "On the Red Staircase" will be glad to learn that the author, M. Imlay Taylor, has written another Russian story, entitled "An Imperial Lover," which will shortly be issued by A. C. McClurg & Co., of Chicago. This tale presents Peter the Great in love. The groundwork of the story is historical, and the action takes place only a few years after that of "On the Red Staircase."

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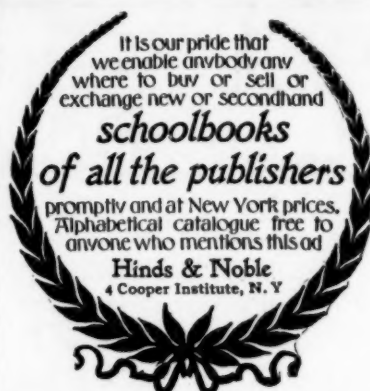
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